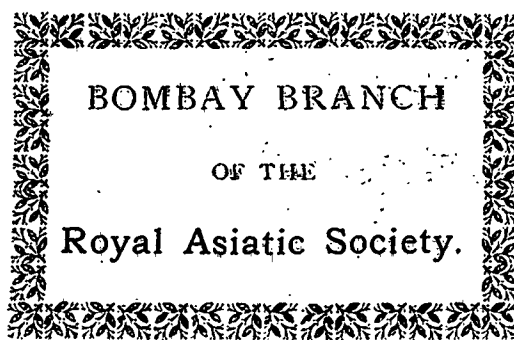




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Education Commission (Scotland.)

REPORT ON THE STATE OF EDUCATION

IN THE

COUNTRY DISTRICTS OF SCOTLAND.



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BY

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ASSISTANT-COMMISSIONERS APPOINTED BY THE ROYAL COMMISSION ON
EDUCATION IN SCOTLAND.

Presented to both Houses of Parliament by Command of Her Majesty.

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REPORT
OF THE
ASSISTANT COMMISSIONERS
APPOINTED TO INQUIRE INTO THE STATE OF EDUCATION
IN THE
COUNTRY DISTRICTS OF SCOTLAND.

EDINBURGH, 1st March 1866.

MY LORD DUKE, MY LORDS, AND GENTLEMEN,—

WE had the honour to be appointed Assistant-Commissioners to inquire into the state of Education in the country districts of Scotland on the 30th of January 1865, and were authorized to commence our inquiries on the 20th of March of that year. By our final instructions we were directed ‘to begin our inquiries with Midlothian, and after examining a sufficient number of parishes in that district to proceed to other counties according to our discretion—examining a sufficient number of parishes in each of them—which, however, need not in general exceed three.’ We were also directed that ‘if we found it expedient to divide the inquiry into several parts, one Assistant-Commissioner superintending the statistical part of the inquiry, and the other the examination of the schools, we were at liberty to do so.’

In compliance with these instructions we commenced our investigations upon the 20th of March, and continued, with the intermission of eight weeks in August and September, when there were no schools in operation in the country districts, until the 20th of November. We also availed ourselves of the suggestion to divide the work. Colonel Maxwell undertook the statistical part of the

inquiry, and Mr. Sellar the examination of the schools. In many cases, however, we were both engaged in the examination of the schools, sometimes together in one school and sometimes separately, where several schools were near each other. But we always examined on the same general system, and in every case the reports were transmitted to Mr. Sellar. In like manner with the statistical part of the inquiry. The schedules were distributed and collected sometimes by one Assistant-Commissioner, sometimes by the other, and after collection were regularly transmitted to Colonel Maxwell for tabulation and arrangement. The General Report is furnished by Mr. Sellar, the Statistical Report by Colonel Maxwell.

CHAPTER I.

GENERAL STATE OF EDUCATION IN THE COUNTRY DISTRICTS.

Localities visited, and method of investigation—Adult population of the working classes, and industrious poor—Demand for education on part of those classes—Results.

§ 1. THE rural districts of Scotland, excluding Orkney and Shetland and the Western Highlands and Islands, contain a population of 1,511,554. This district was assigned to us as Assistant-Commissioners from which to select parishes that would afford a fair specimen of the country education in Scotland. We commenced our inquiry, as instructed, by visiting only three parishes in each county, but soon discovered that we could arrive at no just estimate of the education in any county by that means. We therefore determined to deviate from our instructions, and to limit the number of counties visited, and extend the number of parishes in each. We have accordingly visited seventeen counties, viz. :—

Aberdeen,	Elgin,	Perth,
Ayr,	Fife,	Ross,
Berwick,	Kirkcudbright,	Roxburgh,
Caithness,	Lanark,	Stirling,
Dumfries,	Nairn,	Sutherland,
Edinburgh,	Peebles,	

and in these have selected 133 parishes and registration districts, containing in all a population of 209,741, or rather less than one-seventh of the whole population in our district. In these 133 districts there are, according to the census of 1861, 60,124 children between the ages of three and fifteen, and for their education we found 484 schools, providing accommodation for 35,591 children, at eight square feet of superficial area for each child, and actually under instruction, 33,451 on the roll, and 26,971 in attendance.

In addition to these parishes from which we publish returns, we visited six or seven in different parts of the country, and examined some twenty-five schools, but owing to difficulties about the schedules we do not include them in the list. Here and there, however, allusion will be made to these schools in the Report, where they serve to illustrate any peculiarity.

In selecting the parishes, as in selecting the counties, we were influenced by the varying characteristics of the inhabitants. The agricultural and pastoral populations engrossed most of our attention, as representing more distinctly than any other the peculiarities of a rural people; but we have also collected information and statistics as to the schools among fishing, mining and iron-working, mill-

working, weaving, and quarrying populations, and also among the small crofter populations of Ross-shire and Sutherlandshire.

Method of
investiga-
tion.

The method of investigation adopted was as follows:—

On selecting any particular county, we made a point of getting what information we could as to the characteristics of the people. In some instances we got this very thoroughly, in others we were less fortunate. In the former case, we selected the parishes in accordance with our information, so as to get as many specimens of different classes as possible. In Ayrshire, for instance, we were enabled to select a variety of parishes, hardly one of which exhibited the same features. In the latter case we had to trust a good deal to chance in our selection of the parishes—a course which was not without its advantages, as by it we were saved from the danger of being induced to visit favourite parishes, where unusual attention has been bestowed upon the education of the people, and were led to take the ordinary average parishes, which exhibited truly the regular common working of the educational machinery of the country. We thus feel satisfied that we have had a fair opportunity of seeing both the good and bad aspects of the present system.

Having selected the county and parishes that we proposed to visit, we proceeded to distribute the schedules, ascertaining that every school of every denomination and of every sort in the parish was provided with a copy of the schedule. In a note addressed to the teachers, we requested them to fill up the schedules, and mentioned the day on which they should be collected. Every school from which we got returns was thus visited either by one of us, or by one of our clerks.¹ If by one of us, our visit was generally followed by an examination of the school, or at least by lengthened conversations with the teachers; if by our clerks, we were always furnished with a report by them as to the result of their examination of the buildings and furniture, and of their conversations with the teachers.

In addition to our examinations of the schools and our conversations with the teachers, we usually called upon the ministers of the different denominations, and the leading laymen in the district who were understood to be interested in education. From these gentlemen we collected a great deal of information, sometimes in the course of conversation, sometimes in the form of written answers to a series of printed questions prepared for the purpose, some of which, with permission, we publish at the end of the Report. In the few parishes where there were factories or other works, we generally saw the managers and foremen of the works, and visited the works themselves, for the purpose of seeing how the children were employed, and of ascertaining the condition of their education. We also had conversations with shopkeepers, tradesmen, innkeepers, working people, miners, shepherds, carters, toll-keepers, grieves, ploughmen, fishermen, crofters, and others in the

¹ We here take occasion to mention that we are greatly indebted to Mr. Walter Dingwall and Mr. Robert J. Wylie, who acted as our clerks, and whose assistance we found most valuable.

different districts, and with the fathers and mothers of some of the children at school. With singularly few exceptions, we were received with the utmost courtesy and kindness, and every facility was afforded us by people of all classes, and of every religious persuasion, for carrying on our inquiries.

§ 2. Before commencing to bring together under different heads the results obtained by the examination of the schools, there are two preliminary points on which it is necessary to say a few words, and these are—(1.) As to the general state of intelligence in the adult population of the working classes and industrious poor in the country districts; (2.) As to the demand for education evinced by the different classes of the population.

The scope of our investigations being more particularly confined to the young, as distinct from the adult population, we cannot profess to do more than touch on the first of these questions, and we must be content to treat it very generally. We had to rely upon opinion rather than upon fact or statistics, and the result of the opinions, summed up shortly, comes to this: In the south of Scotland, more particularly in the counties of Dumfries, Peebles, Roxburgh, Edinburgh, Ayr, and in the Stewartry of Kirkcudbright, nearly all the native population can read with ease, and the majority can write, but the Irish settlers are in great ignorance, and, as a rule, can neither read nor write. Where the Scotch population of these counties are ignorant, it is the result of their own negligence, as the means of education are, on the whole, considered sufficient. In the midland counties—Stirling, Perth, Fife, Aberdeen, Moray, and Nairn,—the opinions expressed lead to the belief that, with the exception of the older people, and many from among the fishing population, the great majority of the industrious poor can read, and some proportion can write; but there is a considerable number who are not sufficiently educated as to be able either to read or write with pleasure, so that they rarely occupy themselves by reading or writing, except under necessity.¹ In the north, in the counties of Ross and Sutherland in particular, and to some extent in Caithness, there is still great ignorance among the Highland crofters and fishermen. In Ross-shire, we were told that the people have been very imperfectly educated, and that in every parish there are many who can neither read nor write; and even of the domestic servants in some parishes, ‘one half could not read nor write, and the other half read a little only.’²

State of intelligence in the adult population of the working classes and industrious poor.

¹ ‘The poor people have been generally, but not sufficiently educated. Having been taught imperfectly, they are apt to forget what they have learned, especially writing and arithmetic. Being unable to read and write with ease, they have no pleasure in it, and hence do little to improve their knowledge in after life.’—*Answers given by Mr. Milne.*

² From Ross-shire we have the following information from two distinct parishes:—1. ‘Generally the poor have not been educated, and the few who have been, imperfectly so. Many can neither read nor write. I have found that of the servants I have had belonging to the respectable poor, the one half could not read nor write, and the other half read a little only.’—*Answers given by Mr. Macfarlane.* 2. ‘The poor people in this parish have not been generally

These opinions are corroborated by the only direct evidence on which it is possible to place reliance—the Registrar's returns in the registers of births, marriages, and deaths. In the south of Scotland, with one remarkable exception, they showed but a small percentage of informants who were unable to sign their names, and those who signed with a mark were, generally speaking, of Irish extraction; whereas in the north, and principally in Ross-shire, the percentage was very high. In one parish in that county, it appeared that it was no uncommon thing in the registers to find seven marks on two pages, and during the years 1862-63-64, of the whole number of informants whose names appear in the registers, 29, 37, and 24 per cent. in the three years respectively were unable to write.¹ The exception in the south of Scotland was the parish of —. The ministers, both of the Established and Free Church, agreed in considering that there was very great ignorance in the town population, more especially among the weavers and shoemakers, and that the women were worse than the men. By the registers it appeared that in the years 1863-64, 32 per cent. of the informants were unable to write their names.²

These returns only give a partial indication of the state of education, as from them no evidence can be drawn as to the proficiency of the people in reading and arithmetic. But they are conclusive on the question of writing, or at least of writing with ordinary facility; and it may be presumed that where there is inability to write, there will be but little proficiency in arithmetic. As to reading, we were unable to get any direct corroborative evidence: but as our informant's opinions on the subject of writing were correct, the proba-

'educated. I can mention a great many instances of inability to read and write among the respectable poor.'

From Sutherland we hear that 'many adults cannot read print, many more manuscript; while very few, indeed, can write a decent letter. In the Registrar's books for the past year, out of 164 required to sign their names, only ninety-six could do so; the other sixty-eight had to make a cross. Most of those unable to write were of the fishing class, by far the most illiterate in the parish, though a school was planted among them, especially for their own benefit, by Her Grace the Duchess of Sutherland.'—*Answers given by Mr. Neill.* And from Caithness Mr. Phin writes:—'All the native population can read, and a great proportion can write. A few imported from the Highlands into this parish to work in the quarries are ignorant—not above thirty. The middle-aged and younger populations write a great deal, well expressed and well spelled.'

¹ In 1862, 59 births, 14 males and 6 females could not sign, and had to make a mark, or 34 per cent.

„ 10 marriages, 1 m. and 3 f., or 20 per cent., could not sign.

„ 38 deaths, 6 m. and 4 f., or 26 per cent., „

In 1863, 50 births, 19 m. and 3 f., or 44 per cent., „

„ 6 marriages, 1 m. and 2 f., or 25 per cent., „

„ 49 deaths, 12 m. and 4 f., or 32 per cent., „

In 1864, 53 births, 7 m. and 4 f., or 20 per cent., „

„ 6 marriages, 1 m. and 1 f., or 16 per cent., „

„ 42 deaths, 9 m. and 4 f., or 31 per cent., „

² In 1863-64, 424 births, 54 m. and 90 f. could not sign, or 34 per cent.

1863, 45 marriages, 9 m. and 22 f. „ or 34 per cent.

1864, 44 marriages, 6 m. and 19 f. „ or 28 per cent.

1863-64, 268 deaths, 24 m. and 51 f. „ or 28 per cent.

bilities are that they were equally correct on the other head. If this be so, it may be taken as a pretty general truth that the great majority of the middle-aged and young among the poor and working populations in the country districts are able to read, with the exception of the Irish immigrants, the Highlanders, and a large proportion of the fishing populations, but that in the other branches of education there is great deficiency, and every necessity that more attention should be paid to the writing and arithmetic of the rising generation.

The second preliminary question to be touched on is this: Is there a demand for education on the part of the parents throughout the country districts?

Demand for education on the part of the parents.

This question must be answered in the affirmative. The rural populations of every class with whom we were thrown in contact, appear to be aware of the advantages of education, and, in different degrees, to desire that their children should be educated. To this there is no exception. The poor Irish immigrant—we were told,—the Highland crofter in Ross and Sutherland, the weaver of Maybole, or the fisherman of Cellardyke, as classes, are all actuated by an appreciation of the benefits of education, and would gladly see their children better able to read and write than they are themselves. But in the fulfilment of this wish for education, a very marked distinction must be drawn between the different classes of the population. There is a real, intelligent, practical desire among certain classes, that results in the actual education of their children, and there is a vague inactive wish among others that their children should be ‘scholars,’ which never gets beyond a wish, and which results in their growing up but little better than themselves. Parents of the latter class will not subject themselves to any sacrifice, pecuniary or other, and will not make any exertion to see that their children attend school with regularity. They will not take any interest in their progress, but they go out to their own work in the morning, and come home again in the evening, leaving their children very much to take care of themselves. They may, on the solicitation of the minister, enter them at some school at the beginning of the winter season, probably the one nearest to their homes, whether it is efficient or not, or the one belonging to their own denomination, without respect to the quality of the instruction; and having done that, they think that they have done enough. They do not insist upon their children’s attendance; they may stay away or they may go to school just as they please; and if the teacher also is indifferent they generally choose to stay away. Parents of this class, moreover, do not hesitate to keep them from school for the most trifling cause. To-day they must go with a message to the doctor, to-morrow to the public-house, the third day there is a fair in the neighbourhood, or it is market-day in the village, and the children must go to see it, or the parents go, and the children take advantage of their absence to stay away from school; and as they have been away for three days, it is not worth while to pay fees for that week at all; and so the children do not return to school till the following week. And thus the winter passes, and in summer the children can do

Distinction to be drawn between the different classes of the population.

Fishing
population.

something for themselves, and the year goes round, and they have learned next to nothing at the end of it. This helpless and ineffectual wish for education was, of course, more common wherever the parents were uneducated; and where they did not care to spend their wages on what they deemed a luxury; and without which they got on well enough in the world. If knowledge came to their children by nature they would be glad, but if the process of acquiring it entails trouble or expense on them the children must do without. The crofters, weavers, miners, and some classes of the agricultural population, appeared to be the truest representatives of this sort of carelessness. Either from poverty or from apathy, they took very little trouble to keep their children at school. Among the miners, where there was a regular school for the miners' children, and where the workmen were taxed for its support, the children attended well in summer; but where there was no recognised school, and where certificates of ability to read and write were not strictly exacted before children were admitted to the pits, the attendance was bad. These points will be treated more in detail further on. Among the fishing populations also there was very little real anxiety that the children should attend with regularity, or, indeed, that they should go to school at all after a very early age; but this arose from a different cause. It was not apathy in their case; but in this class of the population, more than in any other, the children can earn wages at an age at which they ought to be at school. At five or six years of age they are sent to school; at eight they begin to be useful, and are sent down to the shore to collect mussels, and are set to bait lines, but at this age they generally are three or four months at school. At nine, more particularly in the North, they are frequently taken away altogether to work about the boats, bait lines, and carry bait, and from this age to fourteen they remain in their fathers' houses, employed almost continually at some occupation connected with his pursuit, attending school only occasionally for a month at a time, when there is no particular work at home. At fourteen, those of the girls who can be spared are sent out to service with other fishers—they will not go to farm service—and are hired by them for nine months at from £1 to £1, 5s.; and when a year or two older, or at 'full service' as it is called, they get £3 to £3, 5s. for nine months' work. These nine months do not include the herring-fishing season; during it they make from 10s. to £3, or at the rate of 6d. per barrel.

The boys go out at fourteen years' old, sometimes earlier, in their fathers' boats, and get for themselves what their line catches. They may make about 10s. or so per week, but have to supply themselves with line and bait. They also make a good deal of money in the herring-fishing season by 'scumming,' i.e., catching in small nets like landing-nets the herring that fall through the meshes of the larger nets. What they catch they keep, and make often by this means from 2s. 6d. to 5s. per night.¹ From this stage they advance

¹ A little boy of twelve informed us that in one night he made 4s. 6d. by two basketfuls, and 'spent it all on sweets.' And we heard of a crew of four boys who made 48s. in one day by 'parten fishing.'

rapidly to manhood. 'They get,' as one of the ministers said, 'a pipe of their own, then a pair of fishing boots,' and then they become men, and marry, at eighteen or nineteen, from among themselves, some girl who has been employed in fishing service from the age of ten or eleven, and who, if she has learned anything at all, will be able to knit a little, 'but do very little at mending,'—knitting and crotchet-work being their favourite industrial occupations; and this couple in the course of time rear up a brood of young barbarians who follow in the footsteps of their parents.

This want of education is of course not universal among the fishing population. There are among them, as among all classes, some families who are better educated than others, and who show that they really appreciate the benefits of education; but if our information is to be trusted, it would appear that there is more ignorance among them than among any other class of people with whom we were thrown, and there is less indication of an intelligent desire to have their children taught. In the north this is more common than in the south. In Banff, Moray, Ross, and Sutherland, we heard endless stories of the ignorance of the fishing population, and of the impossibility of educating the children, or, indeed, of doing anything for their social improvement;¹ whereas in Fife there seemed to be less ignorance, but almost as much carelessness on part of the parents as regards education, and the natural consequence of this is that the children attend with no regularity, and are very difficult to manage in school. In nearly all the schools visited in Fife, where the children belonged to the fishing population, they seemed to have the upper hand of the master, and to do as much or as little as they pleased. In the schoolroom they were noisy and disorderly. They lolled about the benches, sat with their caps on, and talked among themselves, and appeared to have no respect for the master. Yet they did not do their work badly. Generally their papers were carelessly done, very dirty and untidy, but the spelling was not worse than the average, and the arithmetic was if anything better.

But in the higher classes among the working people there is a real active interest on part of the parents in the education of their children, an intelligent desire that they shall make good use of the short time which they have for education before they go out to work, and a corresponding improvement in the school attendance of the children.

Among the people connected with the different iron-works visited, Artisans.

¹ 'The population in ——— village,' said an Established minister in the north, 'is entirely a fishing population, very ignorant, very backward in civilisation, and more like a village in heathendom than a village in a Christian country. They have no school worthy the name, and care for nothing except a kind of religious delirium. Revivals, and such things, are the only means of moving them. I wrote to one of their leading people in the village, offering to come over and lecture to them, or to do what I could towards raising funds for them, and I got an answer in reply (which is now lying *in retentis*), saying that they had nothing to do with me, that they were not my people, that I had nothing to do with them, and had better mind my own business. What can be done for such people?'

there are very few of the parents and heads of families who cannot read and write, and the rule is that all the children shall attend the work's school, where there is one recognised by the managers. The exception to this in our experience was in the parish of Larbert in Stirlingshire. There was no recognised school belonging to the Carron Works. The only school in the immediate vicinity was a subscription school, which most inadequately supplied the demand. There were, however, excellent church schools in the parish, of which advantage was fully taken. In the agricultural districts there appears to be a great difference among parents. Generally speaking, the children of small farmers were less regular in their attendance than those of the ploughmen, though the benefits of education are more likely to be appreciated by the former than by the latter. But the value of a child's unpaid labour is greater to the farmer than to the ploughman, and if he cannot afford to hire labourers, he is compelled to make his children do what they can to help him. With the higher class of agricultural servants, farm-managers, grieves, and foremen, the necessity of education appeared to be fully appreciated, and the attendance of their children was uniformly good. Such also, to judge by two casual instances, is the case with the carrier population. At — village, a boy of twelve years of age, whose father was a carrier, told us, as he was showing the way to the school, that he 'liked it just middling, but father says that I'll never be a man unless I get a good education, and he keeps me at it.' In the same village we accompanied to their mother's house two little girls, ages twelve and fourteen, who had been examined in reading, dictation, arithmetic, geography, and French. She was very much interested in education, and showed us a whole library of prizes gained by her children, six of whom had been educated in the village. She was very proud of their proficiency, and very much pleased to hear that they had passed a good examination. Her husband was a carrier, who could read and write a little, but was very desirous that his children should be better educated than he was himself.

Carriers.

Toll-keepers.

But of all the classes of the rural populations, the necessities of education press most heavily upon shepherds, and in many instances upon toll-keepers; many of whom, though altogether forming but a small class among the rural populations, are in very difficult circumstances in respect of education. They live, perhaps, in the outskirts of two counties, far away from any habitation, and to them the education of their children is often a grievous burden. As we drove from one place to another, we came across many instances of the difficulties which they had to encounter. In the parish of Colmonell, for instance, in Ayrshire, there is a small population concentrated in the outlying districts of the parish, on the borders of Ayrshire, Wigton, and Kirkcudbright. They are six miles from Barrhill school, and four from any other. They seem to prefer to send their children to Barrhill, because, as the toll-keeper's wife said, 'the other road is very lonesome, particularly in the winter-time.' Her children had to walk six miles to school, and six miles back again every day. Her daughter came to the door, a delicate-

looking little girl of twelve. She had been at school regularly for a time, but had to give it up, 'it was just killing her.'

The circumstances of their lives are thus heavy on them, but Shepherds they are light compared with those of the majority of the shepherd class, both in the Highlands and the Lowlands. Where there are tolls, however remotely situated, there are roads, so that whatever distance the children may have to walk there can be little danger. But in nine cases out of ten the shepherd's house is far from any road; it may be separated even from a pathway by a river, or a mountain, or a morass, hardly passable in summer by children, and impassable in winter. Yet it is a very uncommon thing to meet a shepherd who is unable to read and write, and their children are always taught, by some means or other, at least the elements of education. Last summer Mr. Sellar met two little children, a boy and a girl, ages nine and eleven, in the middle of a wild moor in the Highlands. They were five or six miles from their father's house, who had an outlying herding some seven miles from any road, and eight or nine from any habitation. He asked them where they were going. They said it was Saturday, and they were going home from school, five miles off, and had to be back again early on the Monday morning. He went a little way with them, and met their father and mother coming to meet them. The shepherd told him that they went every Monday to board with another shepherd for the week, and that he and the other herd kept a lad between them to educate their children. This lad cost him £3, 10s. per annum, and he had to pay the weekly board for his children besides. 'He did not know what that would be, but the other shepherd was a reasonable man, and would not charge more than he could help. And you see, sir, we must give them what we can when they are young, as they must do for themselves very early. The lad does not take them far on; just reading, writing, and a little counting. If they get that well, and maybe a little bit sewing for the lassie, that's all the schooling I care for; but they must get that, or they will never be anything but herds all their lives.' This is no isolated instance. We heard of several other cases where education was procured at great personal sacrifices by shepherds for their children. In Eskdalemuir, in a little school at the head of the valley, the teacher told us that, though most of the children had to come long distances across the hills, they were very regular. 'They are very ill to keep from school,' he said, 'owing to any weather.' In the North, a well-authenticated story was told of two little children, a boy and girl, who were drowned on their way to school a good many years ago. They had to cross a mountain-stream not far from their own home, but were swept away by the torrent, and their bodies were found together in a deep pool some distance from the ford. In the parish of —, containing an almost exclusively pastoral population, the people were dissatisfied with the parochial teacher, and have kept up a school of their own for about ten years under the greatest difficulties. They have hired a house, and established a teacher of their

own, who gets a small salary, and boards with two of the farmers, so many months with each. We met one of the farmers, who said that it was quite necessary to establish this school, as the shepherds and other servants considered that their children got no education in the parish school, and they would have left his service if nothing had been done. It was hard on him and the other farmer to subscribe to this school, and to board the teacher, as they had to pay for the parochial teacher besides, in accordance with their leases, and he, though a middle-aged man, was useless, and had been so for ten years, and was simply a burden upon the parish, but they had to put up with it, as the people were so anxious for education.

One more instance may be mentioned. In a remote district in the Highlands, with a widely scattered pastoral population of about two hundred, we found a comfortable little country school, with a roll and attendance of fourteen, in full operation. The money necessary for the building and teacher's salary had been collected by the innkeeper, a popular and benevolent man, by levying a sort of blackmail on the visitors, sportsmen, and others who came to his inn, and upon the gamekeepers and leading shepherds, and even the gillies. He appealed to the visitors on grounds of disinterested benevolence ; to the sportsmen and gamekeepers on the ground that they must subscribe to the shepherds' school if they wished the shepherds to take care of their deer and game. By these means he has gained his object, and has filled up a great want in the district, as there is a young population growing up which will supply a fair attendance for some years, and which, but for this means, would have been without any school. There is no house for the teacher yet, but the innkeeper does not despair of collecting enough money to build one in a year or two. In the meantime, the teacher boards with the shepherds in turn, in proportion to the number of children at school, at the rate of one week for each child.

Village
tradesmen.

Among the village tradesmen, also, there appears to be a real demand for education, and in most schools we found that children of this class were regular in their attendance, and did well in school. The reason of this is, that the parents are for the most part in fair circumstances, and are not dependent on their children's labour, and also that they themselves are educated, and are more likely to know the value of education, and to see their way to get situations for those of their children who are able to write and cipher well, and who know the elements of bookkeeping. Hence, also, among these classes there is a demand for the higher and more ornamental branches of education ; for French, music, drawing, and the more elaborate kinds of needlework and knitting.

Results.

§ 3. The general conclusions at which we arrive on these two preliminary points are—that there is a great difference in the state of education in the several classes of working people in the rural districts ; that education is lowest among the fishing, mining, crofter, and some portions of the agricultural populations, and

highest among the better class of agricultural labourers, among the shepherds, and the small village tradesmen;¹ that the demand for the education of their children corresponds to the state of education of the parents; and that there is a demand only for the elementary branches among the majority of these classes, and for the higher branches among the tradesmen alone.' These conclusions of course are very general, and refer to classes only. Individual exceptions may be found to all of them.

¹ In illustration of this view, we may give the following notes of the sort of literature read by different classes from among the working people, in a parish in Dumfriesshire:—

The Telford Library.

In connexion with this parish, Westerkirk, there is an object of much interest—the Telford Library. Telford the engineer was born in this parish, and left a sum of money to found a library at Westerkirk, and another at Langholm. The endowment amounts to £80 per annum. The heritors have subscribed and erected a very suitable building to serve as a library, and it is managed by a chairman and a committee. Every subscriber of a small annual sum is entitled to send in a list of books, which is considered by the committee, and the books, if approved, are voted in. It is a good deal used by the people about. The favourite books are—*The Leisure Hour*, *Dickens's Works*, *Scott's Works (Novels)*, *Stanley's Sinai and Palestine*, *Dr. Livingston, Macaulay's History*. Some religious book is generally taken out along with the others, for Sunday reading. *Dr. Cumming* used to be very popular, but he is less so now, being eclipsed by *Mr. Spurgeon*, who is greatly read. *Dr. Winslow's Morning Thoughts*, *No Consolation*, and *The Foot of the Cross*, are also popular. On looking through the lists, we saw that every variety of book had its readers, but there seemed a preference for religious works. Shepherds seemed fond of *Ryle's Home Truths*, *Hogg's Tales*, *The Scottish Chiefs*, etc. There was a coachman who took out *Wild Sports in the West*, *The Bear-Hunters*, *Lion Hunting*, *The Penny Magazine*, and *Josephus*. A farm-steward took out *Hymns of the Church Militant*, *Winslow's Morning Thoughts*, *Winslow's Foot of the Cross*, *Guthrie's Way of Life*, and *Footsteps of the Messiah*. A farmer in *Eskdalemuir* parish took out *Highland Tales*, *Military Life*, *Lights and Shadows of Scottish Life*, *Spurgeon's Sermons*, *Dr. Winslow's No Consolation*, etc. A gamekeeper, with a historical turn, took *Strickland's Queens of Scotland*, *Lamartine's Celebrated Characters*, *D'Aubigné's Reformation*, and *The Vacation Tourists*. A mechanic took *Good Words*, *The Scottish Chiefs*, *Elihu Burritt's Walk from Land's End to John o' Groats*, *Young's Night Thoughts*, and *Breakers Ahead*. A joiner had *Dr. Cumming's Redemption Drawing Nigh*, *Henry's Commentaries*, *Douglas's Scottish Exiles*, *Professor Wilson's Essays*. A shepherd had the *Scottish Chiefs*, *Rachel Noble's Experiences*, *Memorials of John Winslow*, *The Christian Treasury*, *Blakie's Better Days for Working People*, *The Fool of Quality*. A tailor had *Foot's Incidents in the Life of Christ*, *Gurnall's Christian Armour*, *Catholic Spirit of True Religion*, etc.

CHAPTER II.

SCHOOL ATTENDANCE.

Supply of school accommodation—Causes of irregular attendance—
Schemes for increasing attendance—Results.

§ 1. THE demand for education being in the main such as has been described, the question arises how is this demand supplied? Is the supply of school accommodation equal to the demand?

Supply of school accommodation relative to the number of children in the selected districts.

The school accommodation in the districts visited is, according to our returns, considerably greater than the number of children on the rolls of the schools, and much greater than the numbers in actual attendance, but it is very much smaller than the actual number of children between the ages of three and fifteen living in the districts. From the following table it appears that there is an average accommodation provided in each school for 74, that there are 69 children on the roll, and 56 in attendance, and it also appears that there is no school accommodation for 24,533 (or 41 per cent.) children actually living in the districts:—

Counties.	Parishes and Districts.	No. of children between 3 and 15, per Census of 1861.	No. of Schools.	Accommodation, at 8 square feet for each child.	Number on Roll.	Number in actual Attendance.
17	133	60,124	484	35,591	33,451	26,971

Thus the supply of schools is not inadequate to the demand for them, as there is accommodation provided for 8620 which is not occupied by children in school attendance, and for 2140 more than the number on the rolls. But there is no school accommodation provided for 41 per cent. of the children living in the districts. This at first sight has the appearance of great destitution, but these returns must not be read too literally. There are very few infant schools in Scotland. It is not the custom to send children to school much before they are five or six years of age.¹ Very few in proportion to the number actually at school remain after they are thirteen or fourteen, and a small proportion in most parishes are educated away from home. It is therefore a truer indication of the numerical proportion between the children living in the districts and those who are at school, to take the numbers between the ages of five and fifteen. But even this is only an approximation. In the 133 parishes visited there are 48,769 children between five and fifteen. By this calculation, then, it appears that there are 13,178, or 27 per cent., children of school age, as recognised in Scotland, for whom there is no accommodation; that

¹ See under infant schools, p. 91.

there are 15,318, or 31 per cent., on no school roll, and 21,798, or 45 per cent., not attending school, and that there is accommodation provided for 8620 which is not occupied. Such being the case, it is fair to say that there is great destitution throughout the country, and at the same time that the supply of schools is greater than the demand for them. In the face of this contradiction, we must consider the question of school attendance, and try to discover the reasons why it is so bad.

§ 2. There are then 60,124 children between three and fifteen years of age in these districts, and out of them 33,153, or 55 per cent., were not in actual attendance when these schedules were filled up, and 26,673, or 44 per cent., whose names appeared on no school rolls. How can this be explained?

The reasons are various. The want of infant schools accounts for the absence of 11,355, those, namely, between the ages of three and five. The absence of the remainder can be partially explained by the fact, that though there is no absolute destitution throughout these districts, there is in many parishes, owing to one cause or another, an amount of destitution and defective organization which practically prevents many children from going to school, who, if the schools were better placed, would gladly avail themselves of them. There are a few places still destitute of school accommodation.¹ There are many where the school buildings are insufficient, and the situations inconvenient.² There are several where there are too many schools.³

Reasons why 55 per cent. of the children between 3 and 15 years of age are not in actual attendance. (1.) Defective school organization.

¹a. *Canisbay, in Caithness*.—In this parish the schools are badly situated. There is a district called Brabstermire, which is five miles from any school; the population is not great. There are also two schools which are barely necessary, viz., the female school at Freswick, and the General Assembly school at Warse. If an additional school were established in the neighbourhood of Auckingill, and if the Free Church school were further from the parish school, and nearer the Warse school site, the wants of the parish would be better met. There are eight schools in the parish, and an attendance of 235, or 29 for each school. This parish is an instance of both destitution and superabundance of schools.

¹b. *Kinloss, in Morayshire*.—In this parish the educational wants are very badly supplied. There are 399 children between the ages of three and fifteen; accommodation for only 159; 187 on the roll, and 172 in attendance. In one of these schools there is accommodation for only 18, and when visited there were 45 in actual attendance. The Report bears that 'there is no ventilation, and the smell of fish is suffocating.'

¹c. *Carstairs, in Lanarkshire*.—There are sixteen families in one part of this parish out of reach of any school.

¹d. In the two parishes of Eddlestone and Traquair, in Peebles, there are two districts—populations 140 and 200 respectively—with no school within three miles.

¹e. *Loyierait, in Perthshire*.—There are about twenty children without a school, the nearest school being cut off by a river.

² Out of 484 schools visited, we considered that the buildings were indifferent in 57 cases, and bad in 82, or very nearly 29 per cent. Defective school buildings.

³ As instances of this we may mention Gatehouse and Dalbeattie in Kirkcudbright; Gargunnoch and Fintry in Stirling; Tongue, Rogart, and Dornoch, in Sutherland; Dunnet in Caithness; Penicuik and Colinton in Midlothian; Auchterarder in Perthshire; Rafford in Morayshire; Meggat in Peebles, where there are two schools, a side-parochial with eight Free Church children on the roll, and no others, and a Free Church school with six Established and five Free Church children on the roll, and no others, or a total of nineteen children for two schools. Superabundance of schools.

* Other cases might be mentioned, but these serve to illustrate the point.

Instances
of defective
school or-
ganization.

As an instance of all these evils combined, we adduce the educational condition of the parishes visited in Ross-shire. We confined ourselves to Easter Ross, as the more strictly Highland part of this county did not come within our district. In the eastern portion we visited eleven parishes, but returns are given from only nine in the General Statistics. The following table shows the amount of school accommodation in these parishes, and the number of children living in them and attending school.

(a) Parishes
visited in
Easter
Ross.

TABLE OF ROSS-SHIRE SCHOOLS.

County, Parish, and District.	Date of Schedules.	POPULATION.		CHILDREN.		No. of Schools.	SCHOLARS.		
		Number.	Description of.	3 and under 15, per Census 1861	5 and under 15, per Census of 1861.		Accommodation for	On Roll	In attendance.
Ross.									
*1. Alness, <i>a</i>	October,	1178	Agricultural,	284	237	2	156	153	130
2. Edderton, <i>b</i>	August,	836	Do.	197	159	2	114	100	69
3. Fearn, "	"	2083	Agricultural and fishing,	689	488	5	808	411	314
4. Killearnan, "	October,	1494	Agricultural,	359	325	3	200	291	231
5. Kilmuir Easter, "	August,	1295	Do.	331	282	3	146	203	141
6. Kiltearn, <i>c</i>	October,	1634	Do.	415	335	3	109	222	172
7. Knockbain, <i>d</i>	"	2485	Agricultural and fishing,	729	600	5	358	385	305
8. Logie Easter, <i>e</i>	August,	932	Agricultural and pastoral,	259	211	3	125	100	65
*9. Tain, <i>f</i>	"	3294	Agricultural and fishing,	807	664	6	484	504	434
10. Tarbat, <i>g</i>	"	2269	Do. do.	664	528	3	263	302	234
11. Urray, <i>h</i>	October,	2355	Agricultural,	598	485	5	360	362	310
		19,855		5362	4314	40	2669	3038	2405

* Not included in General Statistics.

a. Alness.—The parish school is alongside of the Established manse and church, whereas the great proportion of the population is in the village, about one mile from the school. The Free Church school is well placed in the centre of the village. There are two glens unprovided with schools. The glens lie on each side of a hill, too high for the children to cross, so that one school would be almost necessary for each. In one of these, Glen Glass, there is a school building out of repair. It was shut four years ago. It is estimated that about thirty children would attend if there was a school. In the other glen, Glenboath, with a population of 280, yielding forty scholars, there is no school; the children are unable to go elsewhere, and their parents are too poor to board them out.

b. Edderton.—The want of school accommodation in this parish is in a district called Fearn, five miles from the nearest school, where it is estimated there are about twenty scholars with no school. The Free Church school is two-thirds of a mile from the parochial.

c. Kiltearn.—Two districts in this parish are very badly provided with school accommodation. In Mount-Gerald, about four miles from any school, with a population of 450, there is no school of any kind. A building was erected to serve for a school, but it was knocked down. And in a district four miles in the interior, at the foot of Ben Wyvis, there is a small school kept by a young man who boards with the shepherds, and receives about £10 per annum for educating thirty children. In this parish, while there is so much destitution in two districts, the Parochial and Free Church schools are situated within one-sixth of a mile of each other. The Parochial school was built in 1859, and the teacher has joined the Free Church since 1861. There are 132 children on the roll of these two schools, of whom two only belong to the Established Church. The Free Church school has been closed since May.

d. Knockbain.—In this parish, the minister mentioned that the schools were not conveniently situated, and some of the buildings were not very good.

e. Logie Easter.—A new parochial school has been built by the railway company in this parish, as the railway ran through the former building. In a part

From this table it appears that there is no accommodation provided for 2693 children between the ages of three and fifteen, and for 1645 between five and fifteen, that 2957 children, or 55 per cent., do not attend school, and that there are actually on the rolls of these schools 369 children for whom there is no school accommodation. The notes explain the circumstances of the different parishes, and show that great improvement might be made in the organization and distribution of the school buildings, as the bad attendance of the children, and consequent ignorance of the people in this district, is to a great extent attributable to the inconvenient situations of the schools.

The same thing may be said of several cases which came under our notice, where the distribution of schools according to parishes leads to great inconvenience. It sometimes happens that there is a considerable population in the outskirts of certain parishes, where two or three meet together; a population large enough to yield collectively a sufficient number of scholars to fill a good school, while there would not be a sufficient number in any one of the parishes to induce the heritors of that parish to supply a school which would be filled by children belonging to other parishes.

In such cases, district schools might well be established.

An illustration of this is given by the parish of Fintry in Stirling-shire. In this parish there is a population of 685, the greater half of which is concentrated in the village of Fintry. Here there are three schools, where one would be ample, and in the outskirts of the parish there are none. These three schools are the parochial, an endowed school, and a proprietary girls' school. They are all within one mile of each other. In them there is accommodation for 192 children, and 126 in attendance. If they were united into one school under a master and mistress, the education of the parish would be improved. But a difficulty arises, as it is expressly provided by the deed establishing the endowed school, that it shall not be amalgamated with the parish school,

(b) Parish
of Fintry
in Stirling-
shire.

of the parish called Scotsburn, there is a General Assembly and a Free Church school. One good school would be amply sufficient.

f. Tain.—In the town of Tain there are five schools—parish, academy, Free Church, subscription, and one private adventure—all within half a mile of each other. Two efficiently conducted schools would be amply sufficient. In the fishing village of Inver, five miles from Tain, and four from any other school, there is a population of 400 with no school accommodation except what is provided by a wretched hovel, quite unfit for a school. In a district also, in the south-west of the parish there are about fifty families with no school of any kind. The parochial building is too small for the numbers. There is also a private adventure school in the town, in which the higher branches are mainly taught.

g. Tarbat.—In this parish there is a district with a population of about 400 in which there is no school. The schools are very inconveniently situated for the population, and the parochial school building is much too small for the numbers.

h. Urray.—In this parish there are too many schools. The second parochial, Free Church, and Episcopalian are all within less than half a mile of each other. The reason assigned for this was that the Established Church erected their second parochial school in opposition to the Episcopalian school, and after the Disruption the Free Church erected their school in opposition to the second parochial. The Episcopalian school was opened in 1837, the second parochial in 1838, the Free Church in 1843.

but shall be distinct from it. Thus if the endowment is to continue in operation, the parochial school must give way. But there is a part of the parish where a school of some kind is greatly wanted. It is difficult to describe the situation indicated, but it is something of this sort. High up among the hills, some five miles from Fintry village, there is a district with a considerable population, not altogether in the parish of Fintry, but extending over the reverses of the parishes of St. Ninians, Denny, Kilsyth, and Fintry. These four parishes meet in the basin of the Carron, and here there is a population eager for education, but from five to seven miles distant from any school. The people have established a sort of school at Kirk o' Muir, in St. Ninians parish. It is a wretched building, very low in the roof, looking out on a burying-ground, which stands on a level with the windows. Some thirty children meet here, and are taught by a schoolmaster, who picks up a precarious living by the fees of those children, and is boarded and lodged by the shepherds in the neighbourhood. A good district school for these four parishes would be of great value. Whether the erection of such schools should fall upon the heritors of the several parishes, in which case they would be district parochial schools, erected, managed, and superintended by the heritors and ministers of the several parishes, as the side-parochial are now managed in the individual parishes, or whether they should be erected by means of rates collected from the inhabitants of the district and managed by them, would be subject for consideration. But something outside of the parochial system is wanted, in such exceptional districts.

(2.) Apathy and carelessness of the less educated of the parents.

(3.) Poverty.

These two cases are cited as specimens of the defective condition of existing educational arrangements arising from want of organization. They afford a fair sample of the evils of the present state of things. But these defects only partially account for the fact that 55 per cent. of the children in the country are not at school. They may be called the external causes of the indifferent school attendance. We must look for the other causes elsewhere, and we shall find them in the circumstances of the parents, on whom the attendance of their children at school primarily depends. If they are themselves educated, their children attend school regularly; if they are not educated, they do not. In the latter case they are careless and apathetic, and this carelessness and apathy, as has already been indicated, are the main causes of the disproportion between the number of children living in the country districts, and the number in regular school attendance. But poverty is another powerful reason for the same state of things. It is not the actual want of money, so much as the necessity of turning the children's labour to account before they have had time to profit by their education. The working classes live better than they used to live, and they require every penny that the family can bring together to supply them with what have become daily necessities; and hence it is that the older children rarely attend school at all during summer. They are out in the fields working, and making money for their daily bread.

In agricultural districts the school is opened, and the children

begin to 'drop in,' shortly after the harvest is off the ground ; but owing to this system of 'dropping in one or two at a time,' which some teachers consider their great grievance in the country districts, the school is not even in a tolerable state of organization before Martinmas, and the classes cannot be thoroughly arranged or the work of the school satisfactorily carried on until the beginning of December. From December till the end of March, when the spring work commences, the attendance is good ; but immediately after the annual examinations by the Presbytery at the end of March and beginning of April, the numbers diminish. In the agricultural districts there is potato-planting, bark-peeling, turnip-hoeing, crow-herding, and such occupations, in which boys from ten years old and upwards can earn from 8d. to 1s. a day in the south, and from 20s. to 40s., with their food, for the half-year, in the north, while the girls have to stay at home to take care of the house and of their younger brothers and sisters, while their mothers are engaged in field-work. In pastoral districts there is peat-cutting, and in the lambing season, herding and watching ; and in the fishing villages there is constant occupation for children during the whole of the summer months. The parents cannot withstand these inducements. In most schools there was the same complaint. If the schools were good, the children were regular in winter but very uncertain in summer ; if indifferent or bad, they were irregular in winter, and did not go near the school in summer. There is, however, one exception to this rule, and that is in the coal-mining districts. In them, the attendance was generally better in summer than in winter. 'The reason of this,' said one of the teachers, 'is that the mining population in this district are of a very rough character. The parents drink their wages, and care nothing about the education of their children. They give them no clothes fit to go to school in during winter. In summer, when the weather is warm, rags don't matter.'

The children then, in the rural districts, enter school about five or six years old as a rule, rarely younger, and not often older, and they leave at all ages between six and sixteen. The estimated maximum period of attendance calculated from ages, on the footing that each scholar may have attended from five years of age, is only about four and a half years. Hardly five full years are devoted to education, and after that time they go out into the world, and unless under most favourable circumstances, rarely give any more time to their education till they lose all capacity for acquiring knowledge. And thus the irregular attendance in spring and summer must be attributed to poverty indirectly affecting the parents through their children's labour. The direct payment of fees does not appear to have much effect on the attendance of the children. The parochial board pays for all whose parents are on the roll, and in many cases there are small local endowments, similar to the Milne Bequest in Aberdeenshire, by which the fees of the industrious poor, who cannot afford the money, are paid ; in other instances there are funds in the hands of the kirk-sessions to meet such cases ; and, generally speaking, the schoolmasters are not

Payment
of fees.

exacting in their demands. In the north, indeed, as the subjoined table of comparative fees paid in nine counties in the north and south shows, but very little money comes into the teacher in the shape of fees. The children do some work for him. They help him to take in his peats, or to hoe his turnips, or they do some little job for him on Saturdays and in the vacations, and he is satisfied with this.

COMPARATIVE VIEW of the FEES paid in Nine COUNTIES in different parts of SCOTLAND, classified according to the number of Scholars on the Rolls.

COUNTIES.	Scholars on Roll.	Amount of School Fees.	Fees per Scholar.
Edinburgh, ...	2497	£1018 18 10	£0 8 2
Dumfries, ...	2587	852 4 11	0 6 7
Ross, ...	2381	428 3 6	0 3 7
Lanark, ...	1542	656 11 9	0 8 6
Stirling, ...	1578	567 14 2	0 7 2½
Sutherland, ...	1482	187 18 9	0 2 6½
Roxburgh, ...	924	547 6 4	0 11 10
Berwick, ...	1193	444 6 11	0 7 5½
Caithness, ...	1287	209 13 2	0 3 3

We did meet with some instances where the children were sacrificed to a feeling, underlying the character of many Scotch people, which prevents them from taking advantage of the teacher's generosity in this respect. The parents would not have it said of them that their children were taught gratis, or they would not like to send their children to school worse dressed than their neighbours, and as they could not afford to get clothes for them, they suffered them to lie about the fire in rags, rather than be dependent on any one for money. This was more common in the Lowlands than the Highlands. The Highlanders and the Irish are more accustomed to accept assistance, and are less sensitive to any reproach of poverty than the Lowlanders of the same station. Hence, while in Ross and Sutherland there were many children in every school who paid no fees, in the south we came across instances where they were kept from school because the parents were ashamed of arrears which they could not pay.¹

And the effect of this feeling on part of the parents shows itself in another way, which is almost as detrimental to the children's education as total absence from school. In the great majority of little

¹ 'There are,' said the parochial teacher at —, a village in Midlothian, 'a good many parents who do not send their children to any school. I could name some almost at my doors. They may send them for a short time, then the fees get into arrears, and the parents are ashamed to send their children when they have not paid for them.' 'Some children may be kept away from school,' said the parish teacher at —, in Dumfriesshire, 'by the fees, they are 2d., 2½d., and 3d. a week. It is more that they are ashamed of arrears, than that they have not, some time or other, the money to pay.'

villages throughout the country, there are other schools besides the parochial. Sometimes these are necessary, sometimes unnecessary. In these villages, the children may attend well enough for some time at whichever school they may be entered, but when the teacher comes to demand his fees, the poorer and more improvident parents are very apt to remove their children, and send them to one of the other schools. Complaints of this custom were constantly made to us from all parts of the country. Nothing can be worse for the education of the children, or the schools. Three or four weeks at one school, and three or four at another, and three or four at home, and the winter half-year has passed before the children have learned the alphabet. 'They just go racing and chasing each other,' said a teacher in the south, 'from one school to another. I am sorry when they come to me, for they do harm to my school, and I am sorry when they leave me, for they do harm to themselves.'

The way to meet this is to institute a system of pre-payment of fees, as the parents, having prepaid the fees by the week or month, will insist upon having their money's worth, and will send their children punctually to school. Where such a system has become an institution, it is said to have succeeded. As it is, fees are collected when wages are paid, and demands for forehand payments are met by the withdrawal of the children from one school, and their introduction to an adjoining one in the neighbourhood, where there are no such demands. With rival schools under separate management, such as prevail at present, any method of this sort is out of the question; but under a national and uniform system, it might be introduced with most beneficial results. We conclude, then, that the irregular attendance of the children in the country districts is due partly to the defective organization and distribution of the schools, partly to the apathy and carelessness of some classes of their parents, and partly to poverty.

§ 3. Religious differences between the parents and managers of schools do not, so far as we could discover, have any effect in keeping the children from school. The *religious*, as distinct from the *ecclesiastical* difficulty, seems to have no real existence. Presbyterians of all denominations, Established Church, Free Church, United Presbyterians, Independents, and all other sects, sent their children to the same school as the Episcopalians and Roman Catholics. We generally put the question whether there were Episcopalians or Roman Catholics at the different schools, and if so, whether they learned the Shorter Catechism, and we found that the rule was that in all Presbyterian schools the children should read the Bible, and learn the Psalms, Paraphrases, and Hymns, and that all children belonging to any Presbyterian body (unless special exception was taken) should learn the Shorter Catechism. But Roman Catholics or Episcopalians did not learn the Catechism unless they wished to do so, and any objection taken to any branch of religious training by the parents was at once regarded, while the child, except in very exceptional circumstances, suffered no harm from any deviation from the school system which

The religious difficulty.

his parents conscientiously wished should be adopted in his case.¹ In the Episcopalian schools the system varied, but in two which were visited, the English Church Catechism was learned by all the children irrespective of the denominations of their parents, and in one of these attendance in chapel was also imperative, but confirmation was not. One of these schools was free, and no fees were charged. In the other the children were clothed, and had books, writing materials, etc., provided for them at a charge of 1d. per week, which included every branch of education taught in the school. Both teachers were certificated, and both schools were thoroughly efficient. In the Roman Catholic schools the Douay version of the Bible was used.

But when we come to consider the question as to whether ecclesiastical influence determines the choice of a school we cannot speak so generally. The course of religious instruction in the different Presbyterian schools, either as regards the subjects chosen, or in the methods adopted, was, so far as we could gather, identical in all. Of course, in good schools the Bible and Catechism are better taught than in bad ones. But the system adopted in Established, Free Church, or undenominational schools varied very little. The schools are divided each into two or more Bible-classes, and after prayers these classes are generally examined. As to the efficiency or inefficiency of the teaching, we shall have to speak hereafter. So far as we could discover from personal attendance at these examinations, or so far as we could hear from all with whom we came in contact, there was no tangible difference between the method of teaching in any of the schools. In doctrine and in system the instruction given in Established schools was practically identical with that given in Free Church schools; and there is no reason in the world why parents of either denomination should not send their children indiscriminately to the best school within their reach,—if they were left to themselves,—and at the present time they do so throughout the greater part of Scotland. In the south and midland districts the parents are influenced almost exclusively by the success of the teacher. The returns sent to the Commission last year show that

¹ Out of thirty-five Presbyterian schools in the different counties, Parish, Free Church, United Presbyterian, and Adventure, taken at haphazard, we find that in ten of these schools children of all denominations learn the Shorter Catechism, and no objection has been taken; in three, Roman Catholics read the Bible, but do not learn the Catechism; in two, each denomination learns its own Catechism; in one, Roman Catholics and Episcopalians learn and sing the Scotch Psalms, Paraphrases, and Hymns, but do not learn the Catechism; in one, they learn the First, but not the Shorter Catechism; in one, they learn a verse of the Bible instead of saying the Catechism; in one, they learned the Catechism for some years, until a new priest came and objected; in one, they go to the bottom of the class if they do not learn it; in one, they learn neither Catechism nor Hymns, and do not read the Bible; in one, they learn all the subjects taught, but do not attend the Presbytery examinations; and in the remaining thirteen, they do not learn the Catechism at all. In one parish there are Roman Catholics attending the Established minister's Sabbath school. In one school there are eleven children belonging to the Morrisonian persuasion, who do not learn the Catechism, and in another there are some Mormon families, who object to their children learning the Catechism at any school.

in these districts children of all denominations attend equally in all the schools. Even the office-bearers, and ministers in some instances, send their children, not to their own congregational school, but to the best. What the parents of the better educated classes look to is, 'who can bring their children on?' The ministers, except very rarely, do not attempt to urge the congregational school in preference, and if they did, the parents would disregard them, and decide for themselves. In the north, however, in Ross, Sutherland, and Caithness, the case is different. The feelings that were called out between the two bodies in 1843 have not quite died out in the remote parts of these counties. There is still much rivalry between the Churches, and a desire to prop up the one Church at the expense of the other. The schools in these counties are looked upon, if not as actual feeders to the Churches, at least as symbols of the ascendancy of one or other; and influence is still employed, which the parents are afraid to disregard, to induce them to send their children to the congregational school, whether it be parochial or Free Church.¹

At the same time a change appears to be coming over even the most remote parishes. The strong partisanship, of twenty years ago, we were told, is universally subsiding, and people are beginning to think and act for themselves. The decision of the Free Church Assembly in the Tongue Case, when they unanimously passed a resolution, that 'the fact of a member of the Free Church preferring to send his children to an Established school rather than to one connected with the Free Church, is not in itself a reason for refusing to him Church privileges,' has greatly tended to this change of feeling. Every year there is greater freedom and liberty of opinion springing up. The new generations who are unconscious of the enthusiasm of 1843, are beginning to act independently, and there seems every expectation that before many years go by, a better state of education will produce a state of feeling in the north similar to what exists already both in the south and midland counties.

§ 4. As to the question whether the average period of attendance is longer, and the number of children larger at good than at inferior schools, it is partially answered by saying that regularity of attendance was the rule at good schools, and irregularity at bad. Taking the number of half-years during which children attend school, perhaps the average of attendance is not longer at good than at bad schools. The length of time given to education depends much more upon the circumstances of the parents than upon the efficiency of the schools. Few of the poorer class remain at

Attendance regulated by the quality of the school.

¹ 'I do not now insist upon my people sending their children to my school,' said a minister in the north, 'but I wish it. A school belonging to my denomination is as essential to me as a church. How can I know that my young flock are trained up as I should like them to be, if they are educated at a school in which I have, and can have no interest? If I only had money I could swamp the other school and fill my own; but from want of money I am unable to compete worthily with the other school. I cannot get a good man to take the pittance I can offer him.'

school after they can be of service, and their labour becomes valuable. Wherever there were lads of sixteen or seventeen years of age at school, they were engaged in some special department of education, book-keeping, or land-surveying, to qualify themselves for some calling, or they had a turn for the higher branches, and were reading Latin and Greek with a view to some bursary competition at one of the universities. Very few children of the poorer classes were so occupied. There was one lad in an Aberdeenshire parish school, the son of a small crofter; he was twenty-two years of age, and had been two years at the parish, and three at another school. He was employed in a carpenter's shop every hour that he was out of school, but his heart was set upon gaining a bursary at Aberdeen University, 'he worked away earnestly at his books,' the teacher said, 'whenever he had an opportunity, and rarely got to bed before two or three A.M.' But this was exceptional. The majority of young men so employed were ministers', tradesmen's, gamekeepers', and superior farm-servants' sons, whose parents could all afford to do without the children's labour, or even to send them to any town or district school.

Taking, then, the actual number of half-years during which children attend school, good schools are not better attended than inferior, but, taking the actual number of days during the half-year on which children came to school, the average is much higher at good than at bad schools, and the actual number of scholars in any particular parish is infinitely higher at good schools, where the parents are left to their own choice. This is due to the teacher, whose influence, as will afterwards be shown, is very strong in procuring regular attendance.

Half-time system.

§ 5. We cannot express any opinion as to the working of the half-time system. It seems to have no existence in the rural districts of Scotland. We only heard of two instances where anything approaching to such a system was in operation. At the — iron-works, the moulders, we were informed, at the ages of from ten to fourteen, work alternately day and night. During the time that they work by night they were in the habit of coming to the day school, and when they worked by day they went to the night-school. And in the parish of — we were told of two brothers, aged respectively eight and ten, who were engaged in one of the mills, and attended school on alternate weeks. This system did not seem to answer, for our informants added, 'they do not learn much, as they forget one week what they learned the previous one.'

Schemes for increasing attendance:—
(1.) Compulsory education
—direct.

§ 6. The question now arises, How can the attendance of the poorer class of children be increased?

The great majority of schoolmasters consider that direct compulsory education is almost a necessity. The indifference of parents in many classes of the population, but more particularly among the fishing populations, is so great that it can be counteracted only by some system of legal compulsion.¹ Besides the

¹ 'Parents say a great deal about educating their children,' said a teacher in the north, 'but do very little here. Only compulsory education would make

teachers, there are a good many ministers, and some laymen, with whom we conversed, who hold the same views. One gentleman, the Established Church minister at —, maintained that it was as imperative on the State to insist on education as upon sanitary regulations. ‘Crime,’ he said, ‘is fostered by ignorance, just as bad health is fostered by deficient drainage. Moral and intellectual disease should be prevented just as physical disease is prevented, and the State is bound to compel the poor to educate their children, just as it is bound to enforce sanitary laws, and as it has enforced vaccination. A general scheme of compulsory education is not impracticable. If a law were once passed on the subject the people would accept it, unwillingly perhaps at first, but joyfully in the end.’

Many who were less sanguine as to the success of direct compul-
 sion, advocated some indirect system to answer the same purpose,—
 something in the shape of an education test, if it could be enforced.
 If a law similar to what exists in coal-mines could be extended over
 all branches of labour, it would meet their approval. If, for in-
 stance, it were enacted that no child should be allowed to earn
 wages until he could read and write, or until he had attained the
 age of twelve. On this subject, Professor Cruickshank, formerly
 Inspector for the Milne Bequest, says, ‘I have long thought that the
 enforcement of an education test before children under twelve can
 be employed most desirable, and the only effectual remedy for a
 prevalent and growing evil. It ought to affect the parents in-
 directly through the hirers of their children’s labour. The test
 should comprehend reading, writing, and arithmetic; and if ap-
 plied before twelve years of age, should be repeated at fourteen
 years, else the learning may be forgotten.’¹ Other opinions might
 be quoted to the same effect if it were necessary, but they all come
 to the same result.

Compul-
 sory edu-
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 direct.
 Education
 tests.

But, on the other hand, the difficulties of enforcing such a test in any but in mining and manufacturing districts are considered by many as insurmountable. ‘How could a boy,’ they would say, ‘of nine or ten years of age, unable to read and write, be prevented from going out in a boat and catching 4s. or 5s. worth of fish, and selling them? How could you prevent a small farmer’s boy from earning 10d. or 1s. by keeping crows off a corn-field, or a crofter’s son from cutting peats, and earning 1s. for his trouble? Would you make earning money a penal offence, to be punished by imprisonment; and if so, who would be the criminal—the child who earned the money, or the employer who paid him? If such a system were tolerated, how could you provide the machinery

‘them send their children to school.’ ‘Parents are not anxious to have their children educated; when they can read the Testament and sign their names they are considered as good as the minister. Legal compulsion is a necessity.’ ‘The children come for a while, perhaps a month at a time, and are away again whenever they quarrel with their parents. Their ignorance when grown up is lamentable, and the girls are worse than the boys. They cannot put pen to paper, they know nothing of sewing, they can do nothing but bait hooks. They ought to be compelled to go to school.’

¹ Answers given by Professor Cruickshank.

Education
tests in
manufac-
turing dis-
tricts.

‘to work it? You must have schools within reach of every child in the most remote districts; you must have a staff of educational detectives; and you would incur an amount of unpopularity that would raise a feeling against every educational measure.’

Such opinions were expressed both for and against any system of compulsory education, direct or indirect, extending over the whole country. The only specimens of the working of such a system that came under our notice were in the paper-works at Penicuik, in Midlothian, in the flax-mills at Kilbirnie, and in the coal-mines of Annbank, in Ayrshire. In Mr. ———’s paper-mills an attempt had been made to enforce an education test before children were admitted to the mills, but it had failed. No young persons were to be admitted to the mills unless they could read and write. A book was kept in which every new-comer had to write his or her name; but it had to be given up. So many had to be rejected that the paper-works were in danger of coming to a standstill, and now there is no test. Mr. ——— considered that this was due to the unsatisfactory condition of the education in the village. Too much time was given to Latin, French, and fancy work, and not enough to useful education. In going through the works, we saw two boys who could neither read nor write; one of them did not know his age. He thought he had been about six months at the mill, when in reality he had been more than two years. His father was in the mill, earning 16s. a week. The lad was earning 10s., and the foreman said that it was very improbable that he would ever earn much more; whereas a sharp lad of twelve years of age, who had been at school, and could both read and write well, was, the foreman said, likely to be promoted shortly.

In Messrs. ———’s mills, in the same village, 500 hands are employed, about two-thirds of whom are women. The regulations for admission are—

1. That all applicants for work must have completed thirteen years of age, and be of good character.
2. All young persons must be well versed in reading, writing, and arithmetic, and in the case of girls, in sewing.
3. All boys must, till they are twenty-one years of age, attend an evening school provided for them at the expense of the firm, for three months each winter. Girls may attend a similar class, but it is not compulsory on them.

These regulations have been in operation for twenty-five years. In the works when visited, a number of young women were employed as clerks in the different departments, and of the younger hands all but two or three could write, and all but one could read.

In Kilbirnie, in Ayrshire, the Messrs. ——— have established a sort of education test before children can be admitted to their flax-mill, which is said to exercise a beneficial influence on the population. The test is a very simple one. No child can be admitted unless he or she can read some verses from the New Testament; yet, simple though it is, children are frequently rejected

who cannot come up to this qualification. There are between two and three hundred boys and girls employed here, and we were assured that they had all been able to read, and most of them to write, when they were admitted. This test, it is said, has acted as a great stimulus to education in the village; there are many more children at school since its institution than there used to be, and the parents begin to see the value of education. So at least we were informed. But they show their appreciation of such advantages by sending their children to a low-roofed, ill-ventilated, adventure school, badly provided with desks and maps, in preference to the Parochial and Free Church schools, which are both excellent buildings, under certificated teachers. The reason of this preference is, that the master of the adventure school manages to prepare the children to pass the reading test sooner than the other teachers, who have to educate them to pass the standards of the Revised Code.

In these three cases, then, in our experience of manufacturing districts, in which an education test has been imposed voluntarily and without legal intervention, one may be pronounced successful, one only partially successful, and one a failure. In the coal-mining districts, where the test is not optional but legal, our experience of the working of the test is not altogether satisfactory. When the Mines Inspection Act was passed, providing that children under twelve years of age should produce certificates of school attendance, it created a considerable sensation among the miners. In one coal-mining school the teacher complained that the colliers had been in the habit at first of coming to him, brow-beating him, and threatening to maltreat him, if he ever refused a certificate. Of course, a weak-minded schoolmaster would succumb at once, and sacrifice his conscience to his safety. At another school, we were told that just at first certificates were given, 'but none had been demanded for a long time.' At another, none had been given for fourteen months; and in one pit in Annpark Colliery in Ayrshire, we found that 46 per cent. of the young people employed could neither read nor write; and that 8 per cent. could read a little, but could not write a letter.

Education tests in coal-mining districts.

Annpark Colliery.

Lamentable accounts were given on all sides of the state of brutish ignorance in which the people connected with this colliery were living. Every one asserted that the children were taken down before the statutory age. 'I know they used to be taken down very young,' one informant said, a teacher who had once taught a school in the neighbourhood, 'because I kept a night school for the mining children, and very young ones, poor white stunted things, came to it unable to read a word or write a letter.'

To test the truth of these stories, we determined to investigate the matter for ourselves. Above ground things looked very bad. The village or 'colony' is a very dirty and a very squalid settlement. The people, as is universally the case among the mining as among the fishing populations, marry very young, and the village swarms with children of all sizes and ages. They poured out of their houses as we drove through the village,

boys and girls in equal numbers, with hardly a rag to cover them; both sexes in a state of dirty nudity,—all wild uncleanly creatures they looked, whose bodies and minds seemed equally neglected. The houses are run up in a fortnight or three weeks, and are principally single houses, consisting of one room with two fixed beds, and in it the whole family, averaging from five to seven in number, eat and drink, and sleep and wash, and huddle together. There are a few double houses, but those who take them generally let one part to lodgers. We went through some fifteen of them, under the guidance of the manager. They were clean enough inside, very much more so than they were outside. The school had been open for a fortnight only when visited, and was quite inadequate for the accommodation of the children, but, as the manager explained, 'the colony had been in existence only for four years, and was not yet settled.' Everything, however, he was confident, would be done that was necessary for the good of the people, and therefore it is likely that better buildings may be erected in the course of time.

To carry out the investigation, Mr. Sellar called on Mr. Alexander, H. M. Mines Inspector, who very kindly agreed to pay a visit to one of the pits with him. They spent about three hours in the pit, visiting it from one end to the other. There were in all only thirteen boys employed. They, as usual, were engaged in 'trapping' and 'coupling,' and attending to the horses, and the points of the rails. 'Trapping' means looking after the doors in the different roads, opening them to let the horses and waggons pass from time to time, and shutting them after they have passed to regulate the current of air. They are engaged in this all day from 6 A.M. to 4, 5, or 6 P.M., according to the time when the men go up. They earn 10d. to 1s. a day, and have to provide their own lamp-oil. Coupling, attending to the horses, and to the points, are all similar occupations, connected with driving the coal from the working place to the lift. The boys get from 1s. to 1s. 2d. by these occupations. Each of these thirteen boys was examined separately. They all answered with great promptitude as to their ages—'thirteen past,' 'fourteen past,' 'fifteen past.' None of them *looked* much more than twelve or thirteen, and some had been five years in the pit. It was impossible to make out definitely what their ages were, and none of them admitted that they were under twelve. Only one, an Irish boy, looked under that age. He answered very readily all the questions put to him, and was able both to read and write fairly.

The result of the investigation was as follows:—There were thirteen boys in all, of these six could both read and write; one could read a little; and six could neither read nor write. Of the six who could read and write, four were Scotch and two Irish. Of the seven who could not write, five were Scotch and two Irish. Five of these seven children had never been at school at all, and did not know a letter. The other two had been at school, one for four or five years, but they had forgotten all they had ever learned.

From these experiences of the working of an education test

voluntarily in the mill-works (as there were no manufactories visited to which the Factory Act is applicable), and according to Statute in the coal-mines, it seems very doubtful if a test founded upon the model of the factory and coal-mines test would be calculated to meet the difficulty of non-attendance in the agricultural, pastoral, and fishing districts. But it is hazardous to express any decided views upon the question of compulsion, direct or indirect, in the present uncertain state of education. The difficulties lie in the public feeling against all restrictive measures, and in the expense and organization necessary to establish the machinery to carry them out. If compulsory education is ultimately to be established, the process must be gradual, and public opinion must be prepared to see the necessity of it. At present the opposition to such a system would be invincible.

Results of our experience of the operation of compulsory education.

It has been suggested that gratuitous education would have the effect of producing a better attendance; and in compliance with our instructions, we attempted to ascertain the effect of such a system upon the schools, and to collect the views upon the subject held by all who had any practical experience of its operation.

(2.) Gratuitous education.

The most prominent example of gratuitous instruction which came under our notice is afforded by the Milne Bequest in Aberdeenshire. Dr. Milne, the founder of the Bequest, was President of the Medical Board of Bombay, and died in 1841. He left the greater part of his fortune for educational purposes within the county of Aberdeen, directing his trustees to devote £20 of the trust funds to paying the school fees of twenty-five poor children attending each parish school in the county. His objects were twofold: to educate at his own expense the children of the poorer class; and to improve the position of the parish schoolmaster, so as to induce men of abilities and education to engage in such a task. The regulations established by the trustees for the management of the Bequest provide that the selection of teachers shall be made from a consideration of the following circumstances taken collectively, viz.:—
(a) The talents, acquirements, and characters of the teachers;
(b) The attendance, discipline, and state of efficiency of the schools, and the extent of the acquirements of the scholars in branches not elementary, and the numbers learning those branches; and (c) The populousness of the parishes, and circumstances of the parishioners. That the nomination of schoolmasters shall be for one year, unless the trustees shall see fit, at the next annual meeting for revision of the tests, to renew the nomination for another year. That unskilful methods of teaching, improper management, laxity of discipline, negligence and carelessness, and want of zeal and energy, shall be held as grounds for withdrawing the benefit of the fund.

The Milne Bequest.

The number of eligible schools is 115, but the funds at present are sufficient to allow only seventy-five schools to participate in the Bequest. In many of these participating schools there are more than the specified number of children who may be said to get the benefit of the Bequest, in some there are thirty, in others as many as forty; and besides the seventy-five participating schools there are

ten non-participating, in which from eight to twelve children are taught gratuitously, in the expectation that they may be taken on to the Milne list as the funds increase or vacancies or changes occur. Taking thirty as the average number of children in the participating schools—

75 schools educate 30 children each	= 2250
10 do. 10 do.,	= 100
	2350

Practically, then, it may be said that 2350 children, in addition to those whose parents are on the poor-roll, and whose fees are paid by the parochial board, have the opportunity of being educated gratis in Aberdeenshire, and by teachers, who from their attainments and position are second to none in Scotland.

The working of this Bequest supplies an excellent specimen of the good and bad sides of a great system of gratuitous education. In a populous parish, such, for instance, as Huntly, where the teacher adheres strictly to the stipulated number of twenty-five, where there is a great demand for places, where the schoolmaster and the kirk-session insist upon regular attendance as a condition of participation, and where irregularity is punished by expulsion, the system answers well. The teacher informed us that the Milne Bequest children were the most regular in the school, and he mentioned an instance of a boy who began on the Bequest, and afterwards became a pupil-teacher, and ultimately gained a bursary at college. But the majority of our informants did not give so bright a picture of the working of the Bequest. The selection of schools to which the Bequest is given is not, we were informed, invariably made upon the soundest principles. The populousness of the district is not always the first thing looked to, nor necessarily the efficiency of the teacher. The selection of schools is too often the result of personal canvassing, and the exercise of influence at headquarters. A notably inefficient schoolmaster is never chosen, but there are many gradations between very good and notably inefficient: and the opinion of the inspector in the selection of a school to which the Bequest should be given has not invariably the weight it ought to have. In the populous parish of —, the teacher, who is justly considered one of the very best in Aberdeenshire, remained for ten years without the Bequest, because, as he said, he refused to canvass or to use influence; but after being repeatedly passed over, he made up his mind to adopt the usual methods, and now he is on the roll. The appointment is nominally renewed every year, yet we could hear of no cases where the Bequest having once been given was withdrawn, neither could we hear of more than one or two instances where the kirk-session had interfered in cases of irregularity. The result is that in the great bulk of parishes where the Bequest is in operation, though it cannot fail to act beneficially, it does not produce the full good that might be expected. In some parishes neither of the parochial schools; in others where the population is not large, both schools enjoy it. In some, where the

teaching is clearly below the mark, it is given; in others, where the teaching is up to or above the mark, it is withheld. In some parishes the children of parents in good circumstances are included in the twenty-five to make up the number and qualify for the Bequest, so as 'to keep it in the parish'; in others there are more than the number taught gratuitously, so that the parents know that they have merely to send their children as they like and when they like, and they will be included. 'They,' the Bequest children, 'are by far the most irregular in my school,' said one of the teachers; 'they come for a day or two, and then I won't see them for a month, then another day or two, and then away again. The parents should be punished, not the children; but they do not value what they do not pay for. If the children were dismissed, it would be no hardship to the parents.' 'They are more irregular in their attendance, and leave sooner than other children,' we were told by another teacher; 'a quarter's gratis education for their children, just to say they've been at school, is all the parents care about.' 'When the catalogue is added up,' another teacher observed, 'the Milne children are the lowest in the scale of attendance by far.' 'Regular, or irregular,' said a fourth, 'the kirk-session will not interfere; we have not many poor children in the parish, and we must keep up our twenty-five. It would never do to let the Bequest go out of the parish.' In some of the schools visited, the children on the Bequest roll were kept after the others were gone that we might see them separately. They were chiefly children of labourers, small crofters, and widows, and were without exception far back in point of education. In one school, out of the twenty-five, eighteen were boys and seven girls. Eleven were in the Testament, eight in Chambers's Second Book, six in the alphabet and reading-cards. Only two of them could write from dictation. In another school, all the Bequest children were in the First and Second Standards, except two, who were in the Fourth. 'Very few,' the teacher said, 'ever get beyond the third, and not many get so far.' In a third school, out of twenty-one there were ten in the First, six in the Second, four in the Third, and one in the Fourth Standards. They nearly all looked poor, slovenly, badly clothed, hungry, and untidy.

Regularity of attendance is invariably the stumbling-block in the way of the success of any scheme of gratuitous instruction. Parents will not be persuaded to value that for which they do not pay. This was the universal grievance wherever there was anything like gratuitous education. At — district school the teacher complained bitterly of the bad attendance of the children, the reason of which was, he said, that there was a fund in the parish out of which the minister paid one-half of the fees of the poorer children. In consequence of this their parents thought that they lost nothing by keeping their children from school, and they were very irregular. And in — village in the north, we were informed of a family of four illegitimate children who lived with their father, but could not be prevailed on to attend school. The master did not ask for fees from them, but they would not attend. They said they had no books. He supplied them with books, and they attended for a few

Necessity
of insisting
on regular
attendance
wherever
schemes of
gratuitous
education
are in operation.

days, and left with the excuse that they had no clothes. Application was made to the minister, and he gave them clothes. They attended for two or three days more, and then left altogether.¹

There were two schools where the children received their education free, one in Kirkcudbright and one in Aberdeenshire, in which the teachers assured us that the attendance was good. In one of these, however, there was an attendance only of ten very badly taught children, and the people in the neighbourhood were so dissatisfied with the teacher that they had been compelled to establish a subscription school to supply education for their children. In the other free school there was an attendance of eighty-one when visited, and the school was well conducted. In this case the regularity was due to the personal character of the teacher.

Instances
of the good
effect of
stringent
regulations
regarding
attendance.

In some schools, however, where there were stringent regulations honestly carried out, in accordance with which children taught gratuitously were dismissed if they attended badly, schemes of this sort answered well. In the regulations for the management of George Heriot's Hospital Schools in Edinburgh, it is ordered that 'if any of the boys or girls be absent from school without a proper cause, and without the teacher's leave, they shall, for the first offence, be admonished by the teacher; for the second they shall be sent home, and the case reported to the inspector, whose consent must be obtained before they can return to school; and for the third offence they shall be expelled, and their places immediately filled up.' H.M. Inspector speaks in the highest terms of these schools, and of the regularity of attendance in them.

In the parish of Colmonell in Ayrshire there is an endowment called the Dangart Mortification Fund, left to the parish in 1777. The free proceeds come to about £80 per annum, and are vested in the minister, kirk-session, and heritors, as trustees. The object of the bequest is, that one-half should go to the parish teacher for educating in English, reading, etc., such poor boys as may be named by the trustees—number and selection left to the discretion of the trustees, a certain preference being given to the relations of the testator; that one-half should be expended for the better maintenance and clothing of the said boys.

The trustees meet once a year, and make a selection for three or four years. They select from relatives in the first place; 2d, from boys of name of Kennedy; 3d, from boys of name of M'Cluny; 4th, from any poor boys whose parents have applied and are deserving. The application of the funds is subject to the following regulations, taken *verbatim* from the minutes of meeting of the

¹ One or two more instances of the failure of gratuitous instruction may be mentioned:—

In a populous village in the south we were informed of a case where a benevolent lady offered to provide a dinner, as well as clothes, books, and education for twenty-five poor children, upon the simple condition that they would attend regularly. 'They liked the novelty, and tried it for a little, but soon gave it up.'

At — the F. C. teacher writes: 'There is a fund for educating the poor, but one-half of them do not attend.' At — there were twelve children educated gratis; and though the teacher did not complain of irregularity on part of any of the other children, he said that these twelve were as irregular as possible.

trustees on the 29th December 1864 :—‘ The meeting, considering that in a number of cases the attendance of the boys at school throughout the year has been very defective, and that the object of the testator has been to that extent defeated : Resolve that in future, for every day of absence during the year, except for illness, if the number of absences shall not exceed thirty, threepence shall be deducted from the sum that would otherwise fall to the share of the boy so absenting himself ; and if the number of such absences shall exceed thirty, the boy shall be excluded from all participation in the funds, and shall be immediately struck off the list ; and the schoolmaster is requested to give effect to this resolution, and is empowered, in any instance in which he may be doubtful how far the excuse of illness is *bona fide*, to require from the parents a medical certificate of such illness.’ The result of these regulations has been that in the past year the children on the fund have attended with much greater regularity than in former years. But where there are no such regulations, and where from ill directed benevolence, or from other motives, such as exist in some of the parishes that enjoy the Milne Bequest, these regulations are not enforced—schemes of gratuitous education do not do much good. Let the fees be as low as possible, from 1d. a week and upwards, and let them be uniform and regularly exacted, and the parents believe that they do not get their money’s worth unless they send their children regularly ; but if the education is free, very many of the parents care nothing about it. They send their children to ‘ have a quarter’s ‘ education gratis,’ but care little whether they attend or not.

If, then, the institution of compulsory education, either directly (3.) Prizes. or indirectly, is of doubtful expediency, and if gratuitous education does not have the effect of securing attendance, what other method will avail ? Prizes have been suggested, and from the evidence as to the effect of prizes, derived entirely from those who have had experience of the working of such an agency, it would appear that they may be beneficial if distributed on some intelligent principle. When there is a regular competition among the scholars, and where they are not given indiscriminately but for real merit, they may have the effect of increasing the attendance, and causing the children to be more regular.¹ But, on the other

¹ At Ballater female school, in Aberdeenshire, there was an exceptionally good attendance at the end of July. The reason assigned was, that the annual prizes were not given till August.

Mr. M’Rostie, the parochial teacher at Monzievaird in Perthshire, says that attendance can be increased by prizes. ‘ I have found,’ he adds, ‘ that prizes ‘ make the attendance steady.’

Mr. Ogilvie of Monymusk writes : ‘ I have found prizes a great auxiliary both ‘ towards increasing attendance and stimulating to exertion. I distribute my ‘ prizes at the close of the session, that is, at the harvest vacation. I publish at ‘ the same time for circulation in the parish the “ Prize and Merit List.” Prior ‘ to the institution of prizes here the attendance usually diminished towards the ‘ close of the session, now it keeps up to the very end. Several schoolmasters ‘ have adopted this system, and have experienced an equally favourable result.’

‘ Prizes,’ writes Mr. M’Lachlan of Inch, ‘ have not the power of increasing ‘ attendance in so far as numbers are concerned, but they are always found to ‘ guarantee constant attendance, and form a great stimulus to exertion. No ‘ school should be without them.’

hand, they may breed jealousy and ill-will among parents and children, unless they are given to all schools uniformly in the same parish.¹

Influence of
prizes only
partial.

But, after all, the influence of prizes, though they may exercise a wholesome emulation among some of the children, can be but partial throughout a school, and can reach only to those who can have some hopes of gaining them. Such an influence cannot extend to the bulk of the school. A parent who cares little for education in any shape, and grudges the school-pence that he has to pay for his boy, will not be induced to insist upon his regular attendance at school by the vague and distant prospect that he will be presented with a book or a medal, if he should be at the top of his class at the end of five months. Such a reward as that may exercise a healthy rivalry among some of the cleverer boys and girls, and may induce their parents to do what they can to help them to attend; but something much more useful and permanent than the ordinary prizes is wanted, if the whole population is to be stimulated by means of them. School bursaries of £5, £10, or £15, have proved at Strichen parochial school, in Aberdeenshire, to be real auxiliaries to the teacher. Parents are induced by the chance of their children getting such rewards to make great sacrifices to send their children, and to keep them at school. An annual bursary of £5, or even a smaller sum, to be given only to those who really want it, and who honestly have earned it, would be much more likely to produce a good attendance, than the same sum distributed in books and medals. Or if there were any rewards for proficiency to be given when the children left school, any office to get into, or any lucrative positions to be gained by competition from each school, which would be a permanent reward connected with the school within the grasp of any scholar who attended,² then parents would begin to see that certain tangible results were produced by education. They would be reconciled to what they now consider a waste of time and money,

¹ The teacher at — school complained that prizes were given in the parochial school, and not in his. 'There is a great though not an unwholesome rivalry between this and the parish school,' he said. 'At the latter there are from seventy to eighty prizes given every year, and at my school none. The consequence is, that some of my best boys leave me before the examination, and go to the other school and carry off the prizes, and so induce others to follow their example. My numbers invariably fall off before the parochial school examination.' This was strong evidence in favour of the general effect of prizes, though unfortunate in the special case.

The minister of this parish writes that he does not approve of prizes in country schools, because they breed jealousy and ill-will among parents and children, and cause the withdrawal of children from good schools.

² In the extensive paper-works of the Messrs. Cowan at Penicuik it has been customary to look out for the able and deserving boys at the different schools in the village and neighbourhood, and to offer them situations in the offices. Many of the schoolboys who have been appointed as clerks have done remarkably well. We heard of one who had been taken from a country school, and had risen to a responsible position, in which he had a salary of £1500 a year. Another had become manager and right-hand man in one of the head-offices, and one of the junior clerks, who had been the best arithmetician in the Free Church school at Penicuik last year, was now, at the age of fifteen, in receipt of a salary, and likely to be speedily promoted.

and would give up their unfortunately too common theme, 'We have gone very well through life with no schooling; our sons will follow our steps, and why should we spend money on them for no good?'

But the best, the surest, and the most direct agents are the ministers of the parish and the schoolmasters. If the minister be a faithful, conscientious, and active man, going about among his people, using his personal influence, and with an honest liberality impressing on them the necessity—not of sending their children to the congregational school to swell the numbers—but of educating them at the best school within their reach; then the schools will be well attended, and the children of the parish educated. 'We have to dig into the people,' said one clergyman, 'to get them to send their children to school, although it be actually at their very doors; but we hope that we succeed.' 'In one of my pastoral visits,' said another clergyman, 'I found a girl of twelve years of age who could not read, and had never been at school. Her father was subscribing largely, according to his means, to several of the schemes of the church. I asked him why the girl was not at school. He said he did not think about it. He thought he did his duty when he gave his 3d. or 4d. to the missions. I have to go among them and coax them, and beg them as a favour to send them to school; but they are very careless, and have to be coaxed. The Irish set the example in the village, and some of the Scotch are not slow to follow it.' Where the minister was active and really interested in his people, the school was, generally speaking, good. Nay, where there were two schools in the same village, of different denominations, and where one minister was active and the other indolent, it generally appeared that the two schools were of the same complexion. The one belonging to the denomination which possessed the active minister was efficient, and the other inefficient.

Minister's influence in procuring regular attendance.

Though much therefore depends upon the minister, still more depends upon the teacher. If the rule is usual that a good minister has a good school, it is universal that a good master has a good attendance. We made a point of asking, among the first of our questions in nearly every school visited, whether the teacher had to complain of irregularity, and it turned out to be almost universally the case that if he did complain, his school was an indifferent one. There was hardly a single instance where a really efficient schoolmaster complained of irregularity throughout the whole school. One or two instances there were where the circumstances of the district prevented children from attending in bad weather; but in these instances the teacher told us that such and such children were not regular, and accounted for this by explaining where they lived, and how they were prevented from attending. And the converse of this proposition is no less true: there was hardly a single instance where an inefficient teacher did not complain of irregularity. Indeed, latterly we came to consider that regularity or the reverse was a kind of test as to the efficiency or inefficiency of the school.

School-master's influence.

If the attendance was pronounced good, the school was good, if bad the school was bad.¹

Independently of his actual qualifications as a teacher, the schoolmaster has a great deal in his power to produce regular attendance. If he is a faithful, hard-working man, who 'brings the children on,' the people get to respect him, and to value his opinion of them and of their children; and this itself induces them to see that their children attend punctually. If he has a good manner with his pupils, and keeps them brisk and interested in their work, they, except the very idlest of them, get to like school, and prefer being there to playing in the gutters. Among the careless he can do much by going among them in a friendly way, talking to them, and stimulating them to take advantage of the school. He can even take more active measures, and in many instances does so. He can insist upon the children bringing notes from their parents to explain the reason of their absence, and this in itself has a salutary effect. The less educated among the parishioners, and they are generally the most careless, have great difficulty in writing, and consequently dislike to commit themselves to writing before the schoolmaster. They know, however, that their children will be punished if they keep them at home, and do not give them written excuses, and consequently, to avoid the trouble of writing, they insist upon their children's attendance.

Wherever the schoolmaster exacted such excuses from the parents, the school was well attended. There often was great difficulty at first, the teachers said, in persuading the parents to give them. It required considerable firmness to carry on the system, but the people got used to it, and gradually came to like it. In the parish of —, a number of notes, extending over a period of some two years, were produced. Most of them were well written and well expressed; a few, chiefly from Irish parents, were singular documents, but they served the purpose. The teacher said that at first the parents obstinately refused to conform to this system. He punished the boys, and they were taken from his school and sent to an adjoining Free Church school. His numbers fell very low, but

¹ In reference to this point Mr. Phin says, in answer to the question, 'Can attendance be increased by any particular system of school management?'— 'Assuredly, I have found from experience that the best qualified teacher has uniformly the best and most regular attendance.'

Mr. Middleton says, in answer to the same question, 'Yes; I have known many instances in proof: a bad teacher always complains of bad attendance.'

Mr. Ogilvie of Monymusk says, 'Where the schoolmaster is inefficient the attendance will undoubtedly become "small by degrees and beautifully less." . . . I have no hesitation in saying that the teacher who is punctual, prudent, impartial, and just in the performance of duty, and not placed under the control of illiterate managers, will always command a good attendance.' Though many instances in corroboration might be adduced from our own experience, one will be sufficient. In two adjoining parishes in — shire, the parochial teachers in both were loud in their complaints of irregularity, whereas the Free Church schoolmaster, whose school was between the two parishes, 'had no reason to complain of the attendance.' On examination, the two parish schools turned out to be below the average of even moderately good schools, and the Free Church school above it.

he persisted in his system, and now, after three years, many of the children had returned, and the day that the school was visited he had ninety children in attendance.

§ 7. The results at which we arrive from the foregoing facts and Results. opinions are :—

1. That the supply of schools in the country districts is not inadequate to the demand for education, as advantage is not fully taken of the accommodation provided. But there is no accommodation provided for 41 per cent. of the children in the districts visited, and apparently no demand for their education. There are a few districts destitute of all school accommodation ; there are many where the school buildings are insufficient, and the situations inconvenient ; and there are several where there are too many schools ; so that a thorough re-organization is essential.

2. That the attendance of the children is by no means so good as it ought to be, and this is caused partly by the circumstances of the schools, partly by the necessity pressing upon the poorer classes to turn their children's labour to account when they are still very young, but chiefly by the apathy and carelessness of those parents who are themselves uneducated, and by their dislike to spend money on what they consider an unnecessary luxury.

3. That religious differences between parents and teachers or school-managers seem hardly to exist, or at least to exercise no influence in determining the choice of schools ; that in the south, where the parents are left to themselves, they generally send their children to the best school in the neighbourhood, but in the north, the feelings called out by ecclesiastical disputes, though gradually subsiding, are still in existence, and allegiance to the minister may still affect the parent's selection of a school.

4. That many people of all classes would approve of compulsory education, and some system of compulsion may in time be adopted, but public feeling is still opposed to it, and would require to be trained to accept of any measure, direct or indirect, upon the subject.

5. That gratuitous education may be of the utmost value to those who are too poor to pay school fees, provided that the parents can be brought to see the value of it, and provided that the regulations enforcing regularity of attendance be strictly and honestly carried out, but that the rule is at present that the parents will not recognise the value of that for which they do not pay.

6. That the schoolmaster and minister's influence is really the only agency that can be trusted to produce a good attendance among the poorer and less educated of the people. Education is itself the true agent, and the further and deeper it penetrates through the lower strata of society, its influence will extend more widely. People will in time begin to appreciate its real value ; as they grow up themselves well taught to read and write, they will learn to insist upon their children following in their footsteps.

CHAPTER III.

PAROCHIAL SCHOOLS.

General condition of the parochial schools visited—Election of teacher
—Management—Tenure of office and dismissal of teacher—State
of buildings—Heritors' girls' schools—Results.

Parochial
system.

WE now come to consider the mode of education pursued in the country districts. It is proposed, in the first instance, to discuss the general condition of the different schools, classified according to their designations, the condition of the buildings, the management of the schools, and general points of that kind, reserving more specific subjects, such as Privy Council grants, and the actual nature of the instruction given, for later portions of the Report. The main classification of the schools is into parochial and non-parochial, and these are subdivided into smaller classes. In this chapter the parochial system, subdivided into chief-parochial, side-parochial, and heritors' girls' schools will be discussed.

In the seventeen selected counties, 133 specimen parishes were visited, and returns were made from every school but one in these parishes, amounting to 484 in all. Of these 484 schools,¹ 130 were chief-parochial, 26 were side, 8 were heritors' girls' schools. These schools, 164 in number, are all supported by an assessment on the heritors in the respective parishes, and represent the full development of the parochial system. Accommodation is provided in these schools for 14,657 children. The total number on the roll is 12,822, or 21 per cent. of the children between the ages of three and fifteen in the 133 parishes. The total number of children on the rolls of one school or another is 33,451, so that, if the number on the rolls of the parochial schools be deducted from this total number, it will appear that there are 20,629 children, or 62 per cent., educated at schools having no connexion with the parochial system, and 45,467 children, or 75 per cent., between three and fifteen living in the districts for whom no parochial school accommodation is provided. From this calculation it is obvious, if there were any doubt upon the subject, that the parochial system is inadequate to meet the educational wants of the country, and that some extension is imperative.

Inadequate
to meet the
demand for
education
in the
country.

§ 1. The general condition of these schools will appear from the following tables:—

¹ One *quoad sacra*, one burghal, and one parliamentary parish, in which there were no parochial schools, were visited, and are included in these 133 parishes.

PAROCHIAL SCHOOLS.

No.	BUILDINGS.				SCHOLARS.			MAS- TERS.		PAID MIS- TRESSRS.		ASSISTANTS.			TEACHING.					Schools not Examined.
	Good.	Fair.	Indiffer- ent.	Bad.	Accom- moda- tion.	On Roll	In actual attend- ance.	Certifi- cated.	Not Cer- tified	Certifi- cated.	Not Cer- tified	Assist- ant.	Pupil- Teachers	Monitors.	Very good	Good.	Fair.	Indiffer- ent.	Bad.	
1	1				94	80	70	1					1							
2	1				88	84	77													
3	1				85	118	101		1											
4	1				150	101	88		1				1							
5	1				260	121	105		1				2							
6	1				160	86	76		1											
7		1			71	87	80	1												
8		1			90	115	87	1												
9	1				50	25	18	1							1					
10	1				111	43	30	1												
11	1				148	177	142			1			2		1					
12	1				112	84	74	1			1		1			1				
13	1				180	174	150	1		1			2		1					
14	1				313	389	331	1		1			4		1					
15	1				230	202	176	1		1			2							
16	1				126	146	106		1			1								
17	1				130	93	83		1											
18				1	68	61	46	1											1	
19	1				87	54	45		1										1	
20	1				210	170	148	1		1			1							
21		1			68	76	58		1											
22	1				162	91	71	1				1	1							
23	1				145	128	98		1						1					
24		1			64	78	64	1												
25				1	70	65	56	1											1	
26	1				104	83	74		1											
27				1	67	88	83	1												
28	1				160	191	148	1				1	1	1						
29	1				190	149	127		1											
30	1				234	165	165		1				2							
31	1				90	75	48		1											1
32	1				40	55	21		1				1						1	
33	1				50	38	30	1												
34	1				76	72	58		1											
35	1				80	56	48		1											
36	1				130	79	69				1			1						
37	1				63	41	33		1											
38				1	65	73	70		1											
39	1				105	86	69		1			1								1
40	1				97	69	51	1				1								
41				1	84	90	82		1			1								
42	1				90	90	69		1											1
43	1				61	79	44		1										1	
44	1				44	83	29		1											
45		1			63	93	87		1			1								
46				1	76	128	107	1												
47			1		65	67	64		1			1								
48	1				47	41	21		1											
49	1				56	34	20		1											
50				1	54	29	22		1											
51	1				52	44	33	1											1	
52	1				61	50	29		1										1	
53		1			25	20	20		1											
54	1				102	85	64		1											
55	1				182	73	62	1				1			2				1	
56					108	199	125		1											
57	1				140	132	116		1			1								
58			1		90	132	86	1				1			1					
59			1		60	70	69		1			1		1						
60			1		90	56	50	1												
61	1				152	90	76		1			1							1	
62	1				80	72	26		1											
63	1				86	74	43		1										1	
64	1				76	61	54	1				1			1					1
65			1		63	56	42		1											
66	1				108	127	109	1						2						
67	1				67	56	37	1				1								
68		1			70	80	26	1				1								
Over	48	8	5	7	7094	6279	5066	32	36	2	18	13	22	5	2	27	16	9	7	7

PAROCHIAL SCHOOLS—continued.

No.	BUILDINGS.				SCHOLARS.			MAS- TERS.		PAID MIS- TRESSES.		ASSISTANTS.			TEACHING.					Schools not Examined.
	Good.	Fair.	Indiffer- ent.	Bad.	Accom- moda- tion for.	On Roll.	In actual attenda- nce.	Certifi- cated.	Not Cer- tified.	Certifi- cated.	Not Cer- tified.	Assis- tant.	Pupil Teachers.	Monitors.	Very Good.	Good.	Fair.	Ind.	Bad.	
Over	48	8	5	7	7084	6279	5066	32	36	2	18	13	22	5	2	27	16	9	7	7
69	1				162	108	91	1			1		1							1
70			1		63	59	49		1								1			
71	1				52	41	26	1			1									1
72		1			63	93	70		1								1			
73	1				61	89	38		1								1			
74	1				67	38	36		1											1
75	1				65	61	23		1		1						1			
76	1				86	76	70	1									1			
77	1				72	33	32		1		1						1			1
78			1		63	106	65		1								1			1
79	1				76	51	33		1								1			
80			1		190	103	102	1			1									
81	1				267	178	143	1				2			1	1				
82	1				68	78	67		1											1
83	1				115	92	81		1		1									1
84	1				80	128	68		1											1
85	1				160	91	85		1			1								
86			1		75	148	118		1		1				1	1				
87	1				140	100	99	1							1					
88				1	47	51	32		1			1								1
89				1	60	84	44		1											1
90		1			66	107	72		1											1
91		1			54	49	41	1									1			
92					81	95	77		1											1
93	1		1		122	124	95	1				1								1
94	1				60	40	30		1									1		
95			1		126	151	101	1			1		2	1	1					
96	1				90	74	63	1												1
97	1				135	40	80	1												1
98	1				95	54	42		1											1
99		1			42	40	37		1								1			
100	1				96	45	40	1												1
101	1				90	40	21		1								1			
102				1	45	14	5		1											1
103	1				100	31	31		1											1
104	1				100	31	24	1										1		
105	1				93	114	80		1								1			
106	1				155	78	64	1									1			
107	1				150	57	57		1								1			
108	1				88	95	82	1									1			
109	1				96	58	54		1								1			
110	1				71	19	19		1								1			
111		1			50	70	64		1								1			
112				1	43	26	26		1											1
113	1				58	41	39		1											1
114			1		56	57	50	1			1									1
115			1		80	101	90		1											1
116	1				125	111	97		1											1
117	1				75	66	53		1											1
118	1				148	200	169		1		1	1								
119		1			117	95	88		1			1					1			
120	1				52	55	49		1		1							1		
121				1	52	52	52	1			1						1			
122	1				80	34	4		1								1			
123	1				90	73	48	1									1			
124	1				117	106	101	1			1						1			
125			1		83	91	88		1	1							1			1
126	1				75	49	45	1			1						1			
127	1				75	41	41		1			1					1			
128	1				81	37	37		1		1						1			
129	1				102	58	50	1			1						1			1
130	1				80	60	58		1								1			
130	90	14	14	12	12,707	10,866	8,742	58	77	3	33	20	26	6	6	43	28	12	7	34

SIDE-PAROCIAL SCHOOLS.

No.	BUILDINGS.				SCHOLARS.			MAS- TERS.		PAID MIS- TRESSES.		ASSISTANTS.			TEACHING.				Schools not Examined.	
	Good.	Fair.	Indiffer- ent.	Bad.	Accom- moda- tion for	On Roll	In Attend- ance.	Certif- icated.	Not Cer- tified.	Certif- icated.	Not Cer- tified.	Assist- ants.	Pupil- Teachers	Monitors	Good.	Fair.	Indiffer- ent.	Bad.		
1	1	.	.	.	72	30	27	.	1	.	.	.	.	.	.	.	1	.	.	1
2	.	1	.	.	75	56	56	.	1	.	.	.	.	.	.	.	.	.	.	
3	.	.	.	.	44	126	91	.	1	.	.	.	.	.	.	.	.	.	.	
4	1	.	.	.	87	75	58	1	1	.	1	.	.	.	.	.	.	.	.	
5	.	.	.	1	61	90	70	.	1	.	.	.	.	.	.	.	.	.	.	
6	.	.	.	1	46	45	31	1	.	.	.	.	.	.	.	.	.	.	.	
7	.	.	1	.	48	65	40	.	1	.	.	.	.	.	.	.	.	.	.	
8	.	.	.	1	40	35	27	.	1	.	.	.	.	.	.	.	.	1	.	
9	.	1	.	.	84	34	28	.	1	.	.	.	.	.	.	.	.	.	.	
10	1	.	.	.	65	58	38	1	.	.	1	.	.	.	.	.	.	.	.	
11	1	.	.	.	48	37	35	.	.	.	1	.	.	.	.	.	.	.	.	
12	1	.	.	.	50	22	18	.	1	.	.	1	.	.	.	.	1	.	.	
13	1	.	.	.	48	41	31	1	.	.	.	.	.	.	.	.	.	.	.	
14	.	.	.	1	65	63	37	1	.	.	.	.	.	.	.	1	.	.	.	
15	1	.	.	.	28	10	10	.	.	.	.	.	.	.	.	.	.	.	.	
16	.	1	.	.	54	51	47	.	1	.	.	1	.	.	.	1	.	.	.	
17	1	.	.	.	43	31	24	.	1	.	.	1	.	.	.	1	.	.	.	
18	1	.	.	.	60	54	40	.	1	.	.	.	.	.	.	.	.	1	.	
19	.	.	.	1	54	40	32	.	1	.	.	.	.	.	.	1	.	.	.	
20	.	.	.	1	42	40	33	.	1	.	.	.	.	.	.	.	1	.	.	
21	1	.	.	.	86	39	32	.	1	.	.	.	.	.	.	.	.	.	.	
22	.	.	.	1	36	53	65	1	.	.	.	.	.	.	.	1	.	.	.	
23	.	.	1	.	52	72	21	.	1	.	.	.	.	.	.	1	.	.	.	
24	.	.	.	1	63	26	47	1	.	.	1	.	.	.	.	1	.	.	.	
25	.	1	.	.	58	47	45	.	1	.	1	.	.	.	.	.	.	.	.	
26	1	.	.	.	49	34	30	.	.	.	.	.	.	.	.	.	.	.	.	
26	11	4	2	9	1358	1274	1017	7	19	.	5	.	.	.	7	9	4	3	3	

HERITORS' GIRLS' SCHOOLS.

No.	BUILDINGS.				SCHOLARS.			Mis- TRESSES.		ASSISTANTS.			TEACHING.				Schools not Examined.
	Good.	Fair.	Indiffer- ent.	Bad.	Accom- moda- tion for	On Roll	In Attend- ance.	Certif- icated.	Not Cer- tified.	Assist- ants.	Pupil- Teachers	Monitors	Good.	Fair.	Indiffer- ent.	Bad.	
1	1	..	..	..	81	60	57	1	..	..	1	..	..	..	..	..	1
2	1	..	..	..	84	76	60	1	..	..	1	..	1	..	..	..	..
3	..	1	..	..	57	46	35	1	..	..	..	..	..	1	..	..	..
4	..	1	..	..	50	67	57	1	..	..	1	..	..	..	..	..	..
5	1	..	..	..	80	95	70	1	..	..	..	..	..	..	..	..	1
6	..	1	..	..	90	160	120	1	..	..	1	..	..	..	..	..	1
7	..	1	..	..	78	72	61	..	1	..	..	..	..	1	..	..	..
8	..	..	1	..	72	107	83	..	1	..	..	..	..	..	..	..	..
8	3	4	1	..	592	688	543	6	2	..	4	..	1	3	1	..	8

The epithets of 'Very good,' 'Good,' etc., are used in the ordinary acceptation of the terms. Specimens of schools classified according to these estimates will be found at p. 167.

These estimates must be understood as approximations only towards the actual state of efficiency or inefficiency of the schools, as it is impossible for any one, particularly on a first visit to a school, to form an absolutely accurate estimate of the teaching, unless the scholars are individually examined, and pass in certain standards, as under the Revised Code. At the same time, on comparing these estimates of many of the inspected schools with the estimates formed by some of H. M. Inspectors, we found that they generally coincided. And on comparing the numerical results of the accommodation, roll, and attendance in the different schools, long after the estimates were formed, we found that in many cases where we considered the school good, the roll or attendance either exceeded the accommodation, or there was very little difference between them and between the roll and attendance; whereas in the schools considered indifferent and bad, this state of things was generally reversed.

General
condition
of the
parochial
schools
visited.

From these tables it would appear that a large proportion, 69 per cent., of the buildings in the chief-parochial schools are good; and that a large proportion, 35 per cent., of the side-parochial school buildings are bad. It also appears that accommodation is provided in the chief-parochial schools for 98 children on an average, while there are only 84 on the roll, and 67 in attendance. 41 per cent. of the parochial teachers are certificated, and 73 per cent. of the side teachers are uncertificated. The teaching in the chief-parochial schools is considered 'very good' in 6 per cent. of the schools; 'good' in 45 per cent.; 'fair' in 29 per cent.; 'indifferent' in 13 per cent.; and 'bad' in 7 per cent. In the side-schools, it is 'good' in 31 per cent.; 'fair' in 39 per cent.; 'indifferent' in 17 per cent.; and 'bad' in 13 per cent. In the heritors' girls' schools, 38 per cent. of the buildings are good, and none are bad. There is accommodation for 74 on an average, 85 are on the rolls, and 68 in attendance; 75 per cent. of the teachers are certificated, and the teaching is 'good' in 20 per cent.; 'fair' in 60 per cent.; and 'indifferent' in 20 per cent.

The actual condition of the teaching will be brought out later. It is enough here to give the results as above, and to state generally that it was very unequal. Except in some of the best of the parochial schools in these counties where the Dick Bequest is in operation, and in one or two exceptional instances, such as Dalry parish school in Ayrshire, the efficiency of the teaching in the parochial schools, so far as our experience goes, cannot be put higher than the average teaching in the best Free Church, General Assembly, Episcopal, and subscription schools. No doubt, there are other parishes in Scotland, which were not in our selected district, in which the parochial schools are as superior to the other schools in the parishes as those mentioned; but the rule is, that the efficiency of a school does not depend upon the nominal position which it occupies. It depends upon the youth, energy, and previous training of the teacher, and upon the official inspection bestowed upon the school. In some parishes, therefore, the parochial school may be superior to the other schools, and in some inferior. Take them, then, good and bad together, and they cannot be said to rise much above an average mediocrity. The teaching on the whole might very easily be improved. What is wanted is Government inspection, strictly applied to every school in the country, and part of the teacher's annual salary should depend upon the result of the inspection. This could not fail to produce a different state of things from what exists in the majority of uninspected, and a few inspected schools where the salary is not affected by inspection. In a subsequent chapter the question of inspection will be discussed more fully.

General
system of
manage-
ment in the
parochial
schools.

§ 2. In considering the management of the parochial schools, the first point to look at is the election of the teacher. Until all teachers are compelled to produce a certificate or diploma of their efficiency, everything depends upon the electing body. The appointment at present is vested in the qualified heritors and minister of

the parish, failing whom, on the Commissioners of Supply. When a vacancy occurs, it is customary to advertise for candidates, who are requested to send their testimonials to the minister, and he makes a selection of those whom he considers the more promising candidates. This selection is sometimes submitted to one of the Government inspectors for his opinion, but generally the minister makes personal inquiries as to the character and attainments of one or two candidates, and occasionally he, or a committee consisting of the minister and one or two heritors, visits the schools under the charge of the favourite candidates, to observe their several methods of teaching, and he who in their opinion is best qualified for the office is appointed, subject to his being able to pass the examination before the University examiners. Prior to the Act of 1861, the examination of the candidate-elect was conducted by the Presbytery. This examination was far from efficient, and many instances were mentioned where candidates were passed by these bodies who ought to have been rejected. There are still many parishes saddled with teachers who slipped through these Presbytery examinations, and in these parishes the education of whole generations of children is much below what it would have been had the examination been more stringent. Since the Act of 1861, however, such instances cannot occur. The examiners are now men accustomed to examinations, and are beyond all local influence. Benevolence or partiality will no longer shut the examiners' eyes to indifferent attainments. No man without a tolerable education can, under the new system, be appointed to a parish school; but the full good of this change has not been felt yet, and cannot be until many of the old appointments come to be remodelled. We heard of no complaints as to the appointments since this Act came into force, but frequent complaints were made as to the working of the Act, in so far as the examination by the University examiners follows upon the nomination to the school, instead of preceding it. It may happen, and in two cases within our knowledge it has happened, that a teacher has given up a smaller school on his nomination to a parochial school, and has failed to pass the examination, and so has lost both his appointments, and returned to his village a disgraced man. It is urged by those who take this view that the examination following upon the nomination may press very hard upon a teacher. He may be unwell at the time of the examination, or from the magnitude of the risk he undergoes of losing his whole professional life, he may be unable to acquit himself creditably and be rejected. It places the examiners also in a very difficult and delicate position. They do not like the responsibility of having to reject a candidate in the middle of his professional career, when by their rejection he may be reduced to starvation. Neither do they like to pass a man who may destroy the education of generations of children because he is a middle-aged man, with perhaps a family depending on him, instead of a young man at the beginning of his life. Both examiners, therefore, and teachers would be glad to see this provision altered. They would propose that no one should be allowed to teach in any parochial or national school unless he had a diploma,

(1.) Election of the teachers.

or certificate, or University degree, or some such equivalent, as a guarantee of his knowledge. But they would not insist upon a special examination before each appointment. In other respects, so far as we heard, the Act gave satisfaction in its dealing with the appointment of parochial teachers.

The mode of election then is such as has been described in most parishes where the heritors are resident and take an interest in the schools. There are, however, a good many parishes in which the heritor or heritors are never resident. In most of these, the appointment is nominally in the hands of the factor and minister, but virtually in the hands of the minister alone. We did meet with one instance where the factor overruled the minister, and made what turned out to be by no means a satisfactory election. There was also a case in which the Free Church minister virtually made the appointment. He had great personal influence with the resident heritors, and with the factors of the non-resident, and persuaded them to appoint a Free Churchman to the post of parish master in direct opposition to the wishes of the Established minister. As, however, the Free Church influence was predominant in the parish, and there were only eleven children out of 298 attending school belonging to the Established Church, and the teacher was considered efficient, this cannot be looked on as a bad appointment.

We heard also of two or three instances where the Commissioners of Supply appointed as the heritors postponed the election till their right elapsed. In one case, also, the parish school was merged in the burgh school, and the Town Council elected; and in another, the parish school was amalgamated with an endowed school, and the election rested with the heritors, ministers, and trustees of the bequest.

These cases are exceptional. In reality, the minister has the chief voice in the election when the heritors are non-resident, and even when they are resident it rarely happens that the candidate recommended by him is not elected. This is not unjust, as the minister has more knowledge and experience on the subject than the heritors, and he is held responsible by the parish for the election, and in most cases it answers well. Of course it sometimes answers badly, and the wrong man is elected, and hence the objection to the system, that too much depends upon one man, and there is no guarantee that the best candidate will be elected. This would be a real objection if experience had not proved that it very seldom happens that the minister exercises his power badly. We could hear of almost no instances where anything like jobbery was attempted. The minister may err in his judgment, as to which of two or more candidates will be the more successful teacher, but we did not hear even a rumour of any attempt on the part of any Established minister at a dishonest election. In Aberdeenshire there is a tendency to give a preference to licentiates, who would assist the ministers in their churches; and four-fifths of the parochial teachers in that county, and in Banff and Elgin, are licentiates. But, *ceteris paribus*, the fact of a man being licensed to

preach is not against him as a teacher. This system, however, acted badly in this respect, that 'the minister,' to quote the words of one of these teachers, 'was compelled to keep on good terms with his schoolmaster, and had to get a favourable report upon his school at the Presbytery examination, as otherwise the licentiate schoolmaster would refuse to preach for the minister.' But the fault here lies at the door of the Presbytery and not of the minister, and on this subject we shall have more to say later. We only heard of two cases where jobbed elections had taken place. Both of these were before the new Act came into force, and the minister was not responsible for either. The one was in the north, where the chief heritor belonged to the Free Church, and insisted upon the appointment of a superannuated servant of his own to the parish school. It was in the power of the Presbytery to reject him, but they did not do so. The appointment gave great dissatisfaction, but the teacher died shortly after his election. The other case was the appointment of a schoolmaster in a parish where there was only one heritor. The successful candidate was in favour with both heritor and minister, being a tenant of the heritor's and an elder of the church. Besides these two instances, rumours of cases were brought to us where the heritors had tried to foist sons of their favourite tenants upon their parishes; but these were only rumours, and, like the two cases mentioned, referred back to the old state of things before the appointment of the new body of examiners.

With such a check upon favouritism, the electing body as at present constituted is a good one where the heritors are resident, and not necessarily a bad one where the election is left exclusively in the hands of the minister. The heritors for the most part desire honestly to get the best man they can for their own school, and by their position and education they are removed above the influence of local prejudice and village politics and animosities, so that their judgment is not warped in their selection. The minister has the special knowledge and experience of what is likely to constitute a successful teacher, and he is well aware that his parishioners hold him responsible for the appointment, and therefore, if he cares at all for their good opinion, he is certain to take all steps within his power to find out the best man to recommend to the heritors. At the same time, though it is the case that the election is almost universally an honest one, and the best Established Church candidate is generally elected, it is necessary to call attention to the fact, that though the parochial schools have been open for four years to teachers of all denominations, there was only one teacher in the 164 parochial, side, and heritors' girls' schools visited by us, who did not belong to the Established Church. The parochial teacher at — school was a Free Churchman. But this was the only instance in these schools in which advantage had been taken of the power to elect non-Established teachers to parochial schools. We heard of three other instances where Free Church teachers had been appointed to parochial schools, but they did not come within our

district, and they did not give much satisfaction to the Established ministers who mentioned them. The Act, however, has not had time to work, and we must not be too hasty to judge badly of it.

(2.) Management and superintendence.

Superintendence by the parish minister.

§ 3. We now come to discuss the management of the parochial schools. The board of management consists nominally of the heritors and minister, but practically the minister is the manager. Occasionally it does happen that one of the heritors may be pretty constantly resident in a parish, and may interest himself in the school, but this is not the rule. Before the recent Act was passed, the Established minister was recognised universally as the superintendent of the parish school, and they were exclusively in connexion with the Established Church. But since the Act has thrown them open, the relation between the minister of the parish and the school is not so clearly defined, and it is difficult to say whether the schools are legally under this management or not. By 43 Geo. III. sect. 19, it is argued, the superintendence of the parochial schools by the parish minister is retained, and the Act of 1861 expressly provides that the provisions of the preceding Acts are not repealed, altered, or affected, except in so far only as shall be necessary to give effect to its provisions. Superintendence is in no way touched by the Act of 1861, and therefore it remains as it was before. There is no decision upon the subject. Assuming, therefore, that the above argument is sound, and the superintendence of the parish schools is in the hands of the minister, it is desirable to attempt to estimate the value of this superintendence.

If it be granted that local supervision of some sort is necessary, it cannot be in better hands than those of the minister, provided that he is an active man, and one who honestly cares for his people, and devotes himself to their good. He knows his parishioners, and can do much to urge them to pay attention to the education of their children, to send them to school, and to keep them at it. He is always on the spot, so that if any questions should arise suddenly between the teacher and the pupils, or parents, such as do arise on points of discipline, the minister is at hand to settle them, and regulate between the parties. He is superior in position to the teacher, and in education to the parents, and is likely to be above the reach of local prejudices,—a very important point in country communities,—and is likely to deal equitably and impartially with all parties. We heard of four or five instances where serious difficulties were referred to the minister, and where his influence was most beneficial. If anything is wanted for the school apparatus, the minister is the proper person to whom application should be made, and if any one wishes advice about the education of his child, he is more likely to get it from the minister than from any one who is busy with his own everyday affairs.

Nothing in the whole course of this inquiry is more striking than the difference that exists in the efficiency of the parochial schools, a difference that may, in most cases, be attributed to the

interest taken in these schools by the parochial ministers. Adjoining parishes sometimes show this difference. In one, where there is an active minister, the parochial school will be found to be efficient, in another, where the minister is careless, the school will be inefficient. As instances of what can be done by the clergy in establishing and managing schools, we may here notice shortly the educational condition of the parishes of Dalry and Colmonell in Ayrshire, and that of Larbert in Stirlingshire.

Instances
of well-
managed
parishes.

In the first of these parishes the population has been rapidly increasing. In 1841 it numbered 4791; in 1851, 8865; in 1861, 11,156, and it is now computed to be above 12,000. In these years it has ceased to be an ordinary country parish, and has become, in the minister's (Mr. Stevenson) words, 'a rural monster,' but under his benevolent despotism the educational requirements have been fully satisfied. There are eleven schools in the parish, with 2091 children on the rolls, and of these, nine, including the parish school, are under his superintendence, and most of them have been built at his instigation. The heritors erected a new parish school, the kirk-session opened or furnished four schools in necessitous districts, and Messrs. Merry and Cunningham, the proprietors of the mines and ironworks, have co-operated liberally with his endeavours. Seven of these schools are aided by Government to the extent of nearly £400 annually, and the parochial school is inferior to very few in Scotland. At the last inspection, out of 215 children presented in the different standards, 213 passed in reading, 212 in writing, and 212 in arithmetic. Thirty-two scholars were learning Latin, twenty-two French, and fourteen mathematics. The other inspected schools are efficiently conducted, the buildings are good, the attendance on the whole, considering the character of the population, is good, and the management is admirable. There is a small district of hill country containing seven or eight farms at some distance from any school. But there is no deficiency in the education of the residents in that district. The children are conveyed to school, sometimes at considerable inconvenience, by their parents, who are among the best educated among the parishioners.

(a) Dalry.

In Colmonell, again, there is a population of 2588, living not concentrated in a village or mining colony, but in small centres separated by the physical features of the parish from each other. There are six schools, five of which are in connexion with the Established Church, and erected by the agency of the Established minister. All the schools are taught by certificated teachers, and two have received building grants from Government, £120 in one case, and £100 in the other. Our returns from these schools, and from the Free Church school at Barrhill, which is also under a certificated teacher, show 354 upon the rolls, and 268 in attendance, and school accommodation provided for 473.

(b) Colmonell.

In Larbert parish seven schools out of ten, including the parochial school, are in direct connexion with the Established Church, and managed by the minister, and there are few parishes in Scot-

(c) Larbert.

land where the young are better educated. In such cases as these no local superintendence can be more efficient than that of the minister.

There is, however, the other side of the question. The same activity and interest in education is not universal in the country districts. It would not be difficult to mention a good many instances, even in the parishes visited by us, where the parochial minister's interest in education was limited to a formal visit to the school once or twice a year, and to the annual visit by the Presbytery, while for the rest of the year the school is left to manage itself, and the people are left to send their children to school or not just as they please. In inspected schools this lack of interest on part of the minister is counteracted by the inspector so far as the teaching goes, and the schoolmasters are kept up to their work by the prospect of genuine searching examinations once a year. But in the case of uninspected schools, subject to no examination but that of the Presbytery, carelessness on part of the minister is almost as fatal to the education of the parish as carelessness on part of the teacher, and they very often go together in the same parish. Where the teacher has no examination to dread but that of the Presbytery, he is very apt to let his school fall into a condition of languid inactivity for nine months in the year. The school meets at ten o'clock and breaks up at four, and the work is carried on after a fashion, but there is no briskness or freshness, and no desire to do more for the children than what, if it were not done, will pass unnoticed by the parents. The month before the Presbytery examination the teacher rouses himself and attempts to make up for lost time by systematically cramming the children for the examination. He does not cram them upon general subjects, or even on certain books, but on single lessons, and a set number of sums in arithmetic, and a set number of general heads in Bible history, and a set number of showy questions on geography. Authentic cases were mentioned where the same lessons and questions and answers were gone over and over again and again every day for two or three weeks, until the children got their work for the examination well-arranged in their minds, so that at the Presbytery visit, when the teacher asked the prepared questions, they could not fail to bring out the answers, and make a great display.

We had the good fortune to be present on several occasions at these examinations, both of parochial and non-parochial schools, and it certainly was a pleasing sight where the examination was well conducted. On such occasions the schoolrooms were prettily decorated, the attendance of the children good, and all were smart and well dressed. There was a large assemblage of parents and friends of the children,—on one occasion as many as 150,—and a sprinkling of heritors, both ladies and gentlemen. The examination, conducted by the schoolmaster, brought out a quantity of knowledge on part of the children. The reading was fluent, and the explanation of what was read exhaustive; the Catechism was well said, and the arithmetic and geography rapidly and elaborately done. After the

Superintendence
by the
Presbyteries.

examination was over, one of the committee of visiting clergymen from a neighbouring parish generally addressed the children, and complimented them on their appearance and on their work, and then the children got their prizes, and their own minister addressed them, and then they would break up, and everybody was pleased. Such an institution is in many respects beneficial, and gives a standing to the school. It shows that the people like to come and see their children at school, and to meet the ministers and the heritors, and both they and the children look forward to this annual visit without any feeling of discomfort, and the teacher knows that if he only can get the children well up in one day's lesson they will do him credit. But the difficulty is to get them well prepared, and to secure that the prepared lesson is the one that is demanded.

At one school at which we assisted during the examination,¹ the latter part of the difficulty was overcome in this way. The classes were brought up one after the other. The teacher handed books to the ministers and to us, with the place open at the lesson, and at first no one proposed to choose a lesson. The children read it fluently, and answered with great readiness, though once or twice they would overshoot the mark. A class of thirteen children read from Nelson's School Series, No. V., which was handed to us as usual. The subject was, 'Consider the lilies of the field.' They read well, and with unusual and discriminating emphasis, indeed in some instances it was more like repetition than reading. When the whole class had read, the examination began.

Master.—By whom were those words spoken?

Child at the top of the class.—By Christ our Saviour.

Master.—Quite right. Did Christ our Saviour know the perfection of His own handiwork?

Second child.—Yes.

Master.—Quite right. Who did Christ say was not arrayed like one of the lilies?

Third child.—God our Father.

That, of course, was a mistake. It was the answer to the fourth question, which was, 'Who made the lilies of the field?' and the same child answered this question correctly.

When the highest class was brought up, we ventured to ask permission to select the piece. A chapter in Collier's *History of the British Empire* was selected, and the children read it very well. When they finished reading, the master was asked to examine them upon it as he had done in the other classes where the piece was not selected. He declined, and considered that this was hardly fair, as, in his own words, 'they could not be expected to understand what 'they read for the first time.' That satisfied us that the impression was correct, that all this display of spontaneous answering was mere display, and, as an examination, was worthless. Throughout

¹ This was, strictly speaking, not a Presbytery examination. It was an annual examination before the clergymen of the district on the model of the Presbytery examination.

the country the opinion is held almost universally by teachers that the Presbytery examinations, as examinations, are useless.¹ Efficient teachers dislike the system, and consider it dishonest, in so far as good and bad teachers in the same neighbourhood are classed in the same category, and people who cannot discriminate for themselves may be led to prefer a bad to a good school by the Presbytery reports. One parish teacher, whose school was one of the most efficient visited, put it in this way,—‘Local inspections, and Presbytery examinations cannot be honest, and are very disheartening to a good man. He knows that he gets just the same measure of praise as one who is recognised by all who know anything of the subject as indifferent and incapable.’ Many teachers, both in the north and south, went so far as to say that as an examination the Presbytery visit was a mere farce. ‘You can cram the children to make a great show,’ one teacher said, ‘and even if they don’t do well, the Presbytery can do you no harm.’ Here and there throughout the country, teachers did maintain that those examinations were efficient, but of these teachers only two can be recalled to mind whose schools were good, and they were in the same Presbytery. All, however, agreed, that though not testing as an examination, the Presbytery visit was a good thing for the school, and a pretty sight for the parents. Government inspection, on the other hand, gives a real stimulus to the teacher, and to the training of the children.

But this opinion with regard to these examinations was not confined to the teachers. Both parents and heritors expressed a similar view, and a few even of the clergy admitted that the examinations were of little real service, and as one Established minister put it, for three reasons: because the examiners were too near to the school, and too well known; because they had no power to enforce anything; and because they had to exercise delicacy.

Our estimate coincides with these views. It is formed independently from ‘The Abstract of the Reports of the Presbyteries of the Established Church on the Schools examined by them in the year 1865,’ and a comparison of the results obtained by our examinations in several instances, with the results obtained by the Presbytery.

Value of
the Presby-
terial exa-
minations
tested by
the reports
of the
Presby-
teries.

In this abstract, it appears that the standards fixed by the Presbyteries are ‘very excellent,’ ‘excellent,’ ‘very good,’ ‘good,’ ‘fair,’ and occasionally ‘indifferent.’ Schools that we should consider ‘good,’ are in the language of the Presbytery ‘very excellent,’ or ‘excellent;’ and those that we should consider ‘very bad,’ are in their accounts ‘indifferent.’ Censure in their reports does not descend below ‘indifferent,’ and very rarely falls so low. This of course is a mere verbal distinction, but on a more minute comparison of our results, we find that our experiences are greatly at variance, and where there is so much difference, verbal results may be misleading.

¹ This view was originally suggested by the following casual remark made at the commencement of the inquiry by a teacher whose school was regularly examined by the Presbytery. ‘They do much better, sir, on an examination day, when we have carefully prepared them for it.’

We therefore take two instances, and give the comparisons and our examinations in detail.

In one Presbytery the report bears that 'the religious instruction is duly attended to in all the schools within the bounds of the Presbytery.' In this Presbytery we examined three parish schools; one of these is pronounced in the Presbytery report 'excellent,' a second 'fair,' and of the third it is said 'this school still retains its efficiency, and continues well and carefully taught.'

Comparison of the results of our examinations of schools with the results arrived at by the Presbyteries.

In the first school, which is pronounced 'excellent,' we found that the teacher, who was registrar, session-clerk, inspector, and who kept the village post-office, in addition to his duties as parochial teacher, complained that the children were irregular in their attendance.

There were 59 on the roll, and 47 in attendance.

Highest class.—8 present; ages, 9-12.

Reading.—(*McCulloch's Course of Reading*) Very fair.

Spelling.—Good.

Dictation.—They wrote on their slates the Ninth Commandment, and the answer to the question, What is baptism? very fairly on the whole.

Arithmetic.—Simple addition, very indifferent; puzzled by notation; compound addition, failed.

In the second class:—8 present; ages, 8-9.

Reading.—(*Leitch's Favourite Reader*, 'Gipsy Life,') Not good.

Spelling.—Failed.

Arithmetic.—Multiplication-table; could do it in lines, but not separately; give them the line of 9 for instance and they get through it, but ask 6×9 and they cannot answer.

N.B.—A 'fair' school. Very few indeed could pass Standards III. and IV. The master is too much in the old groove; would be greatly improved by inspection. His method of teaching spelling was senseless. He made those children of 10 and 11 spell 'incorruptibility,' 'Jericho,' 'instrumentality,' and great words of that kind, and excused their failure in such words as 'Christmas,' 'Tuesday,' 'Wednesday,' 'January,' 'February,' etc., by saying that 'they were not used' to these sort of every-day words.

In the second school, which is pronounced 'fair' by the Presbytery, we found the following state of things:—

There was school accommodation for 62, at eight square feet per child, 56 on the roll, and 15 in attendance.

First class.—6 present; ages, 9-13.

Reading in this class was 'as bad as possible.' It was a chapter in St. Luke that they attempted to read. Not one of them could master the word 'consultation.' We kept them one after another spelling it and trying to pronounce it. 'Conciliation,' 'consolation,' 'consideration,'—everything they called it but what was right. They all tried at it with an impotence that was painful to witness. Not one of them could make it out till the master prompted them.

Their spelling was 'as bad as possible.'

Bible Knowledge.—We asked them some questions in the historical part of the Gospels, but they knew absolutely nothing. It is hardly possible to conceive the hopelessness of their ignorance. We asked them to mention any miracles that Christ performed, but could get no answer till the master came to the rescue, and by prompting them in everything but the last letters of the last word, he managed to get them to achieve one or two correct, and one somewhat inadvertent answer. The examination was in this way:—

Question.—Mention any miracle that Christ performed?—No answer.

Master.—Come now, some miracle? 'He turned water into wi—'

Children.—Wine.

Master.—Quite right, 'He turned water into wine.'

Question.—Where did he perform this miracle?—No answer.

Master, for children.—Where did he perform this miracle? 'In Cana of Gal—'

Children.—Galilee.

Master.—Quite right, 'In Cana of Galilee.'

Question.—On what occasion was this miracle performed?—No answer.

Master.—On what occasion? you know this, 'At a mar— mar—'

Children.—'At a marriage.'

Master.—Quite right, 'At a marriage.'

As the examination proceeded in this way, the children answering not one word, only the last syllable, we came to the names of some of the disciples.

Question.—Can you tell what Peter did to Christ shortly before his crucifixion?—As usual, no answer.

Master.—Come now, you know what Peter did? 'Peter betray— betray—'

Children.—'Betrayed him.'

Master.—Yes, quite right, 'Peter betrayed him.'

It was suggested that it was not Peter who betrayed Christ, and we asked who did; but this time both master and children were dumb. Presently the master said that the class was engaged on the Old Testament, and that they knew it better than the New. They turned up a chapter in Kings, and read a few verses with great difficulty, and then he proceeded to examine them on these verses, the children keeping their books open.

Question.—What happened in the time of David? Look verse 5.

Children, all together.—'It happened.'

Question.—What is 'it'? Look two lines further on.

Children.—'A famine.'

What is a famine? (question interpolated.)

Answer, prompted by Master.—'A de— dear—'

Children.—'A dearth.'

Question.—And what is a dearth?

Children.—'A famine.'

We could get nothing more distinctive. We asked the master if it would not be better that he should make the children shut their books in answering questions but he said that this was his system, and he found that it answered best. He did not seem to have any idea how ignorant they were. His system had blinded him.

This school is pronounced 'fair' by the committee of Presbytery; we considered it 'bad.'

The third school, of which the Presbytery report bears 'This school still retains its efficiency, and continues well and carefully taught,' we considered almost more unsatisfactory than the former.

When we got to the school, at half-past two, we found that the master had given up teaching for the day, and had left the school in charge of his daughter. There was accommodation for 152; on the roll, 90; and 42 in attendance.

First class.—4 present; ages, 10-12.

Reading.—Very indifferent.

Spelling.—Very bad.

Geography.—Knew absolutely nothing.

Bible.—Could get nothing out of them at all.

Younger class.—8 present; ages, 6-8, one boy of 10.

Reading.—(*S. S. B. A. IV. Book*,) rather better than the older class.

Spelling.—As bad as possible.

This school is almost more unsatisfactory than ——— Parish School. The master was appointed in 1835. He says he is tired of teaching, and wishes to retire; the heritors would give him a retiring allowance. He is inspector, registrar, and session-clerk. He appears to leave the work entirely to his wife and daughter, and the result is deplorable.

There were only two in the school who professed to be able to do dictation. The sentences dictated were,—'I am grateful for all the benefits which I have received;' and from their reading-book, 'It is hardly possible to imagine a plant more graceful in its foliage or more beautiful when in fruit than this kind of palm,' 35 words in all. But in these sentences, one boy succeeded in making

mistakes in spelling in no less than fifteen words, and the other in four words. The writing was very bad: capital letters seemed unknown to them. They attempted one very simple sum in compound addition, but both of them failed hopelessly. Their ages were 9 and 10.

Besides these two, there were four—two boys and two girls—in the highest class, examined in reading, spelling, geography, and Bible history. They read, or rather tried to read, the 15th chapter of St. Mark, but it was a very sorry performance; none of them could have passed the reading of Standard III. Their spelling was worse. They could hardly spell one word of the least difficulty. 'Question,' 'pencil,' 'shepherd,' were beyond them, and when they were asked to spell the words 'geography,' 'arithmetic,' 'catechism,' they simply stared as if they were asked to spell Sanscrit. They could not be persuaded even to attempt any of them.

In Bible history they were very ignorant. They were asked the simplest questions in the life of Christ, but it was impossible to elicit any answer. They could not mention one of the miracles; and even after the master had prompted them to the utmost, they were unable to mention anything except that 'Christ' 'healed the sick, and made the blind to see;' but could mention no special case.

Their geography was worse than either their spelling or Bible history. They knew the capitals of Scotland, England, and France, or rather one girl knew them—the same girl who answered that Christ had healed the sick. But they had no idea what county they were living in. They could not mention a river in Scotland, except, after some prompting, the —, which flowed past their doors, and they did not know the name of a single town in Scotland except Edinburgh, and —, a town near where they were living. Those six children—the two who wrote from dictation, and the four who were orally examined—were the furthest advanced in the school.

Ninety children are on the roll in this school, and nominally educated. The Presbytery consider that 'it still retains its efficiency, and continues well and carefully taught.' We considered it a 'bad' school.

2. In another Presbytery, in a different part of the country, the report bears that 'religious instruction is duly attended to,' and 'in all the parish schools the teaching is reported as very good.'

In this Presbytery we visited two of the parish schools. In the first we found 22 present. In reading, the first class pronounced the words, but did not read with any understanding. In the Bible lesson, a few knew something of the New Testament.

There were 7 of a younger class present, whose ages were from seven to eleven. Some of them read fairly, but with very indifferent intonation.

In dictation, five boys between eleven and thirteen years of age, and one of fifteen, tried to write two sentences, and do some arithmetic. In the sentence, 'I am grateful for all the benefits which I receive,' none were correct, 1 made one mistake, 2 made three do., 2 made four do., and 1 failed hopelessly. In the Ninth Commandment, 1 was correct, 1 made one mistake, 1 made two do., 1 made four do., 1 made five do., and 1 failed hopelessly.

In a question in simple addition, none were correct. In simple subtraction 3 were correct, and in compound addition, 1 was correct.

The result of the writing was that 3 were fair, 1 bad, and 2 very bad.

They had about three-quarters of an hour to do the work, and were allowed to use their slates.

N.B.—This school is unsatisfactory. The master is a very old man, who leaves the whole work to an assistant, who is too young and inexperienced for the situation. Hence the teaching is not good.

In reading a chapter of St. John's Gospel; the first class read the words distinctly enough, but in a sing-song, unnatural voice, without any apparent understanding or knowledge of what they read, and without conveying any idea to an audience as to what they were reading. Some questions were put to them on the New Testament history. Three of them answered fairly enough, one, a shepherd's son, appeared to know the Bible very well. The other three answered nothing.

or next to nothing. I asked one, 'How was John the Baptist put to death?' After some time he answered, 'Hanged.' I asked the next, he answered, 'Drowned;' and then I asked one of the three boys who had answered before, he answered, 'Beheaded.' I asked who beheaded him, and was answered 'Pharaoh.' I then asked who Stephen was, and was answered 'A publican.'

The younger class read from their regular class-book, and four of them read fairly, but in the same sing-song voice, and with total want of understanding. They rushed at the words, made them out in a kind of a way, and rushed on to the end of the sentence, and were quite put out when told to read another. The spelling was very bad. I tried them with such words as 'ploughman,' 'shepherd,' 'yield,' 'friend,' 'question,' 'Tuesday,' 'Wednesday,' etc., but could hardly get one child to spell correctly. The master complained of these words, and said, 'We don't give them such words as these; we give them just the words in columns at the top of the lessons.' I found that these words were 'species,' 'crescent,' 'twittering,' 'eaves,' 'prodigious,' 'pyramid,' and such like. I gave them some of these words with the same result. I then asked them to name the months of the year. The master objected, 'We don't teach them these things so young.' I said, 'What do you teach them; the multiplication-table?' 'No, no!' 'Can they add and subtract from 1 to 10, or do sums on the black-board?' 'No, we have no blackboard. There was no such thing when I was young, and I have never seen the use of it?' 'What do they know?' 'They know their Catechism.' 'Do they understand it?' 'No, we think it better for them to learn it by rote.' 'Like parrots?' 'Yes.'

The result of the teaching in the other parish school, which is considered 'very good' by the Presbytery, is as follows:—

The reading is fair, but much too fast; the spelling is bad; the Bible knowledge nil. The arithmetic very bad, because, as the master said, 'I have no time to teach arithmetic, I have to make them readers;' and the writing from dictation very indifferent. None of them wrote correctly. One boy of thirteen, who had been three and a half years at this school, wrote very badly, made eight mistakes in spelling, and failed in two of the sums. A girl of thirteen, the daughter of a shepherd, who had been four years at school, wrote very badly, did no arithmetic, and made thirteen mistakes in spelling. Another boy of thirteen, a farmer's son, who had been half a year at this school, and two and a half at another, wrote indifferently, failed in all three sums in arithmetic, and made five mistakes in spelling. A fourth boy of thirteen, who had been three years at this school, wrote indifferently, failed in one sum in arithmetic, and made six mistakes in spelling. The others were not much better.

As specimens of the writing and spelling in a school pronounced 'very good' by the Presbytery, some of the papers done by the children in this school, and lithographed exactly as they were written, will be found in the Appendix.

These examinations, given in detail, will serve to show that the estimates formed by us as to the efficiency or inefficiency of a school, and those formed by the Presbyteries, are widely different. They also show, if we are right and the Presbyteries wrong in our respective estimates, that the superintendence exercised by the Presbyteries over the schools is not of much value, and that even the professed object of the Presbyterial visits, to see that attention is duly given to the religious instruction in the various schools, is not fulfilled. These observations do not apply to the annual visits of the Established Presbyteries. They apply equally to all denominations whose schools are examined by the Presbyteries alone. We found as much ignorance in Bible history in some of the Free Church schools in the north as in those parochial schools already

mentioned. But we have no means of comparing the estimates given by the Free Church Presbyteries as to individual schools with our own estimates. We can only mention the fact that there are schools visited annually by the Free Church Presbyteries where the religious instruction is very badly given.

The conclusions then at which we arrive on the question of superintendence are, that it is desirable that there should be some local authority interested in the schools, who would always be on the spot, ready to mediate between the teacher and his pupils, and their parents, and that the minister is the natural, and the best man to be placed in that position. The superintendence by the Presbyteries does no particular good, neither does it do harm. The people and the children seem to like it. There is something civilizing in the mere fact of the general meeting of parents, children, teachers, ministers, and heritors, all interested in the same subject. It would perhaps, therefore, be a pity that it should be discontinued.

Conclusions on the question of superintendence of the parochial schools.

§ 4. We now come to speak of the tenure of the parish school-master's office, and how far it is affected by the 'Parochial and Burgh Schools Act.'

Tenure of the parish school-master's office.

The tenure is still *ad vitam aut culpam*, and that is undoubtedly the most satisfactory basis upon which it can be put, provided that there is any effectual means of getting rid of an incompetent man. The check upon the election of an incompetent man, by the provision of the Act affecting his examination is, as has been already stated, a very important change for the better. But three or four instances came under our notice, where men who passed these examinations with credit, and were men of acknowledged attainments, were found incapable as teachers. This was occasioned in one case by want of energy and willingness to work. The teacher had conducted with great success a large subscription school, when his tenure was dependent upon his success, and when he was liable to be dismissed on a six months' notice. He was appointed to a parish school, where the numbers were much below the numbers in his former school; but, after a few months' trial, he neglected his work, and left the school to languish in indolence, and he still remains a parish teacher, doing no useful work, simply going through the daily routine of his duty in a half-filled schoolroom,¹ in which he exercises no discipline, and teaches next to nothing.

In another parish school the teacher was a young man of some thirty years of age, who had been a pupil-teacher, had been two years at Edinburgh University, trained at Glasgow Normal School, and holding a second-class certificate, and of unimpeachable moral character. On his appointment he had been considered a man of high culture and attainments; but, since his appointment, had been found utterly incapable of conducting a school, or communicating any knowledge that he possessed. His school was one of the

¹ He has accommodation for 160, and only 76, badly taught, and badly disciplined children in attendance.

worst visited, and though he had been deprived of his Government grant for inefficiency, he still retained his position as parochial teacher. He now declines inspection. The heritors are chiefly non-resident, and though the minister has advised and suggested the legal dismissal of the teacher, they will not agree to take any strong measure against a young man who is only doing very badly. He has already been some years in the parish, and the result is, that the young generation which has passed through his hands are many degrees behind their cotemporaries in neighbouring parishes in point of education, and have gone out into life knowing nothing of grammar, geography, religious knowledge, or arithmetic, and very little reading, writing, or spelling. These teachers are both capable of conducting the management of a school, if they were compelled to do so, by the risk of losing their situations if they failed. But besides these cases, and four of those already mentioned, there were twenty more within the districts visited by us where the parochial, side, or heritors' female schools were inefficiently taught, and we heard of many more cases throughout the country, and of not a few where the teachers gave up teaching altogether, but still retained their position, and drew their salaries. In these cases, they retain their house and garden, and legal status, and advertise for an assistant to do their duty at a fixed salary. They themselves pocket the legal salary and fees, and thus, in the full vigour of life, they may retire with a free house and garden, and, if the fees are well paid, sometimes more than the full salary. These facts are enough to show that the tenure *ad vitam aut culpam* is liable to great abuse.

Tenure *ad vitam aut culpam* liable to abuse.

It was with a view to provide a remedy for this abuse that the 14th and 19th sections of the 'Burgh and Parochial Schools Act' were framed.

Effect of the 14th section of the 'Burgh and Parochial Schools Act.'

Before this Act came into force, the Presbytery took cognizance of the complaints urged against schoolmasters on grounds of immoral conduct, or cruel and improper treatment of scholars, and proceeded against them after their own forms. By the 14th sect. of the new Act, the jurisdiction in such cases is transferred to the Sheriff, and he is directed to take evidence on the complaint exactly as in civil cases, and may censure, suspend, or depose the schoolmaster, if the complaint be proved against him. This is an acknowledged improvement. But two objections are urged against it—(1.) that the expense of the proceedings is considerably increased; and (2.) that in cases of suspension the teacher was allowed to retain the occupancy of the parish teacher's house. In one case that was mentioned, the teacher was suspended for ten years, but he continued to occupy the school-house; and he retained the registrarship of the parish. The substitute who was appointed to act during the suspension had no house allowed to him, and consequently it was impossible to get a good man to take the place, and the sentence of suspension simply resulted, in giving the teacher a long holiday, and he would come back to his work unchanged, except by the rust of idleness.

But the great difficulty in cases of immorality is, as it always has been, to procure evidence upon which a judge can act. We were told of eight or nine cases where the teacher was acknowledged to be unfit for his duties owing to habits of intemperance, but no steps were taken to procure his dismissal. Two instances may be given. In the parish of —, the teacher has a very bad reputation. The heritors have tried to get rid of him more than once, but have always failed, owing to the same cause. No one will give evidence. The parents of the children at school come to the minister and complain to him vaguely that the master has been drinking, or otherwise leading an immoral life. By this step they consider that they have done their duty, and refuse to move further in the matter. The minister calls a meeting of the heritors. They send their agent round to collect evidence from among the parents, but the latter distinctly refuse to give any specific information, or to let their names appear, and so the matter drops, and the teacher goes on drinking, and teaches only when he is sober. In — parish, the universal conviction among the people is that the teacher is intemperate, and on this conviction he has been compelled to resign his inspectorship of poor; but, as the minister explained, owing to his having a large family, he is kept on probation as a schoolmaster. Why the children should suffer rather than the poor he did not explain. Last winter the school was closed for some time, and 'owing to the bad health of the schoolmaster,' so the Presbytery report bears, 'there was no Presbytery examination this year.' The other cases are similar. The parents, from mistaken kindness, or from feelings of friendship to the teacher, will not give evidence, and he is allowed to go on teaching when he can, and closing his school, 'owing to bad health,' when he cannot. These cases occur only, of course, in uninspected schools. An inspector very readily gets to the bottom of such rumours, and if there be any truth in them, and the school falls off, the Government grant is withdrawn.

But if it be thus difficult to get rid of an immoral or dissipated parish schoolmaster, it is still more difficult to depose one for incompetency. The 19th sect. of the Act was framed to meet this difficulty, and to provide a remedy in cases of inefficiency.¹ This

Effect of
the 19th
sect. of the
Act.

¹ By the 19th section it is provided that, in case it shall be found on a report by one of Her Majesty's Inspector's of schools, made on the application of the heritors of the parish, and concurred in by the Presbytery of the bounds, that the schoolmaster of any parish is disqualified, because of infirmity or old age, for the due performance of the duties of his office, or that from negligence or inattention he has failed efficiently to discharge such duties, it shall be lawful to the heritors and minister at any meeting called and held as aforesaid, to permit and require such schoolmaster to resign his said office, and in case of his refusal so to do, to dismiss or suspend such schoolmaster, and when necessary, to declare the school vacant; and in every case of such resignation, the heritors and minister may grant to such schoolmaster a retiring allowance, payable during the remainder of his life; provided that where such resignation shall not be occasioned by any fault on the part of the schoolmaster, the heritors shall grant a retiring allowance, the amount whereof shall not be less than two-third parts of the amount of the salary pertaining to said office at the date of such resignation thereof, and shall not exceed the gross amount of such salary, which retiring

provision is of great importance. It is estimated¹ that nearly 10 per cent. of the whole parochial schoolmasters in Scotland have already been superannuated, and wherever the heritors are willing to pay the retiring salary, and the teacher is willing to resign, the section provides a ready method of arrangement. But if there is any unwillingness on either side, it is feared that the section is of little avail. Six instances where the law might well have been enforced have already been mentioned, four under the head of Presbytery Examinations, and two at the beginning of this section. Instances could very easily be multiplied, but the following will be sufficient:—In the parish of — the school was unsatisfactory, owing to the great age of the teacher. He was appointed in 1814, and has fallen behind the age; a pleasant, kind old man he was, and appears to have been a good man in his day, but as he himself said, he 'ought to have been on the retired list long ago.' Again, in the parish of —, the second parochial school was useless. The teacher seems incapable, and the school and dwelling-house are falling to pieces about his ears. It appears that the heritors wish to let the school die out, as there is both an Episcopalian and a Free Church school in the immediate neighbourhood. The teacher gets £25 from the heritors, and he has about 8 or 9 children in attendance, chiefly his own family. The heritors offered to give him £200 if he would give up the school, but he maintains that he has a right to two-thirds of his salary, and the heritors are not inclined either to give him this or to call in the inspector and have him dismissed. Those cases are enough as specimens of what unwillingness on one side or another to accommodate matters must lead to. We heard of only one instance where the power of the law was effectually threatened. In that case the whole parish belonged to one heritor, and it had long been cumbered with a useless teacher. Shortly after the passing of the Act, the heritor, who was resident, and took a true interest in the educational condition of his property, wrote to the teacher to the effect that unless he resigned within twenty-four hours he would call in the inspector, and let the law take its course. The teacher resigned without a word.

Instance of
the diffi-
culty of
enforcing
this section.

But, on the other hand, an attempt was made to enforce the law, which miscarried. This is probably the only instance where the Statute has been tested, and it is necessary to give it in detail. In — parish, the teacher is a man between forty and fifty, and has been parochial teacher for about eighteen years. The people are very much dissatisfied with his method of conducting the school. They complain that their children make no progress, and that no one pays proper attention to the superintendence of the school. The minister is quite satisfied with the state of education in his parish. There are, however, no inspected schools, no evening or industrial

allowance shall be payable in all respects in like manner with the salary of the schoolmaster; provided also that no schoolmaster shall be suspended for a longer period than three months, or be dismissed for neglect of duty, excepting under the above provisions.

¹ Answers given by Mr. Middleton.

schools, and no Government money expended on education in it. The people are crying out on both sides of the parish for schools and competent teachers for their families ; 51 per cent. of the children in the parish are on the roll of no school, and there are 253 children out of 452 living in the parish for whom there is no school accommodation. One man, a farmer, in good circumstances, mentioned that he had kept his boy for two quarters at the parochial school, and during that time he never got beyond the first chapter of St. John's Gospel in reading or Bible knowledge. At the end of the half-year, he had learned the first nineteen verses of the chapter by heart, but knew absolutely nothing else. Several of the other parishioners had to send their children to a town in the neighbourhood, or to some adjoining parish, at considerable expense, in order to get them educated. Nine years ago an attempt had been made to get rid of the schoolmaster, which had failed, but it resulted in another school being established by some of the leading farmers within about a couple of miles of the parish school. Three of the farmers agreed among themselves to board the schoolmaster for four months each, and to let him have the benefit of the fees. They rented a house, a poor, ill-ventilated place, and established the school at one end and let the other end. The schoolmaster has an average of about 25 scholars at 3d. and 3½d. a week, or about £15 a year and his keep from the farmers. Of course, a good man cannot be procured at that rate, and there are constant changes. Consequently, the children who have to go to that school have a very poor chance of being well educated ; and the support of this additional schoolmaster is a serious tax upon the farmers, of whom there are only two left out of the three. These, by their leases, are assessed for the parish schoolmaster, and for the sake of their servants have to support the additional school. They have, moreover, either to board their own children away from home, or if they send them to their own school, have to pay fees in addition to the rent of the building and the teacher's board. If they do not do this, their children must either stay at home, or must go to the parish school, where they learn nothing. Within the last few months (1st June 1865), the heads of families made up their minds to try the effect of the 19th section of the Parochial and Burgh Schools Act. Accordingly, eighteen heads of families—farmers, grocers, shepherds, carters, joiners, etc.,—drew up a petition, which was presented to the heritors, to the effect that the schoolmaster was incompetent, and that they wished to have the Government inspector brought over to inspect the school under the 19th section of the Act. Of these eighteen petitioners, thirteen had families, and eight had had children at the parish school. There was no meeting of heritors called to consider the petition, but three of the leading heritors signed a requisition to invite the inspector over in the usual way to visit the school. All the formalities were attended to, except that no meeting of heritors was called, and that the three who signed did not represent a majority of the heritors. On H. M. Inspector's arrival at the school, the schoolmaster refused to admit him, and

he could do nothing. No steps have been taken since the failure of this attempt to carry out the wishes of the parents, or to enforce the 19th section. We visited the school and examined it minutely.

From this case it is apparent that there are many difficulties in the way of enforcing this section. The concurrence is required of all the heritors, of the minister, of the Presbytery of the bounds, and of the inspector, and any individual in these bodies who is friendly to the teacher may make the law a dead letter. The section leaves it optional on the heritors to act or not, instead of making it imperative on them, and it makes no provision for enforcing the inspector's visit if the teacher should, as in the above-cited case, shut his door and refuse to admit him. And then it assigns a very delicate and difficult task to the inspector. As one of them writes:—‘There are many degrees of incompetency within the limits of which the removal of a teacher is desirable and necessary, and yet none of these may respond to the test of a casual, and especially of a first inspection, so strongly as to warrant an inspector, however morally certain he may be of the incompetency, to pronounce decisively on the duty of dismissal. There the school is before you, thinly attended and doing little good work, but this *may* be due to a possibly groundless scandal, local petty jealousy, sectarian feeling, etc. (I know some such cases). An inspector visits the school almost necessarily unacquainted with the parish politics, and not being sure that this possibility may not be a reality, he hesitates, as he ought to do, to cut off a man's bread and butter for life by giving a decision at which he has not had perfectly satisfactory means of arriving.’ All these difficulties, combined with the odium attachable to any one who initiates the proceedings against the teacher, tend to destroy the efficiency of the Statute. Yet it is of the utmost importance that stringent regulations should be passed on this head. Various methods of remodeling this enactment were suggested. What was most desired was some compulsion on the heritors, or managing body, to make them act, some penal consequences attaching to the schoolmaster if he resisted, and some appeal to a central board or to the Home Secretary. There were not a few with whom we conversed who expressed a wish to see the tenure *ad vitam aut culpam* abolished, and a time tenure substituted in its place, with power of dismissal, subject to appeal, entrusted to the board of managers. The objections to this are, that a teacher in such a position has no protection against unreasonable prejudice or local cabals, that a first-rate man would hesitate to accept the position of teacher under a temporary tenure, and an inferior man would be likely to surrender his independence in order to keep on good terms with the managing body. But if the managing body were constituted, as it is at present, of educated men of social position in the district, there is no danger of interference so long as the teacher does his duty, and if in other respects the place be worthy of a good man, there will be little difficulty in finding one to fill it, and the great difficulty in the way of removing an incompetent man would cease to exist.

§ 5. The result of our investigations as to the condition of the buildings in the chief-parochial and heritors' girls' schools is on the whole favourable. 69 per cent. of the one, and 38 per cent. of the other, were considered 'good;' 11 per cent. and 50 per cent. respectively 'fair;' 11 per cent. and 12 per cent. respectively 'indifferent;' and 9 per cent. and 0 per cent. 'bad.' The buildings in the side-schools are not satisfactory. Only 42 per cent. of them are 'good,' while 35 per cent. are 'bad.' All the buildings classified under the heads of 'good' and 'fair' would pass under the Privy Council requirements; most of the 'indifferent,' and all the 'bad,' would certainly not pass.

And here it may be stated that Government inspection has greatly aided the ministers and schoolmasters in persuading the heritors to enlarge and ventilate the school buildings. Sometimes an inspector has an unpleasant duty to perform, when he has to direct the withdrawal of the grant from a good teacher, owing to the insufficiency of the building; but, except in very exceptional cases, the threat of withdrawal has, in the parish schools at least, the effect of leading even the most illiberal of the managers to a sense of the necessity of doing something to the buildings to bring them within the requirements of the Privy Council. It happens, but very rarely, that an inspector passes an insufficient building. He may give one year, or even two years' warning, but if nothing is done in that time, he generally is compelled to report the case, and the grant is withdrawn. In one of the schools in our list, the grant has been withdrawn owing to the condition of the building; and in three or four of them warning has been given, and unless the school buildings are enlarged, the grant will cease to be paid.

The best buildings, as a whole, were in Sutherland, in the Duke of Buccleuch's county, and on the Earl of Aberdeen's property. Here and there we came upon excellent buildings, where the land was not all in the hand of one man; as, for instance, at Inverury in Aberdeenshire, and at Logierait in Perthshire; but as a rule, the more divided the responsibility, the greater difficulty there was in securing the co-operation of the heritors with the minister. Wherever there were many small heritors in a parish, there generally was, or there had been, some difficulty about the buildings. For instance, in the parish of —, it was only after repeated expostulations on part of the Government inspector that the heritors were induced to do anything. The reason assigned in this case was a peculiar one. The chief heritor, it seems, rarely attended the meetings, and the smaller heritors did not think it etiquette to introduce any measure without his presence, and so the delay might have been indefinite, had not the inspector insisted upon an enlargement. In the adjoining parish, the heritors have refused to spend any money upon the school. They enlarged it thirty years ago, but the walls are unlathed inside, and very damp, as there are no gutters outside to carry off the rain. There is, besides, a large crack in the back wall which admits water, the roof is very low, and the plaster broken, the wood floor is worn, and the desks are bad. The

State of the buildings in the parochial schools.

Effect of Government inspection on this point.

Buildings best where the properties are large, and worst where there are many small heritors.

Instances of the difficulty in securing the co-operation of the heritors with the ministers in regard to new buildings.

Parish
schools in
the north-
east of
Ross.

inspector has made repeated representations on the subject, but the heritors will do nothing. They have lately built a new church; and consider that they have laid out enough money in the meantime, and content themselves with promises that a new school shall be erected; but no steps are taken. In the north-east of Ross-shire there is a whole district unprovided with side-schools, and out of five parish school buildings, two are bad, one is indifferent, one is barely sufficient, and the fifth is good, having been built within the last year by a railway company, as the line ran through the old building. This district brings up the average of bad buildings, and indeed, as has been already shown, is worse provided with educational machinery than any other part of the country within our district. The teachers are good, one of them excellent; but the appliances that are found elsewhere have no existence here. In the parish of —, the parochial teacher has given up the sitting-room of his house for the accommodation of the younger children, and to qualify his building for the Government grant, is compelled to live in a garret, and takes his meals in the schoolroom, when the children are out. The minister informed us that he has applied over and over again to the managers, and tried to persuade them to move in the matter, but they refuse to do anything. For some years, they refused for one reason or another; now they say it is better to take no steps until the Commission has determined the future of the parish schools. In the adjoining parish, the old building had been sold for arrears of feu-duties, shortly after the Disruption. For some years there was no parish school, but when the present Established minister was appointed, he compelled the heritors to build a school and dwelling-house, which they did strictly in accordance with the letter of the law. Both are inadequate. The master says he will not go forward for a certificate, because the building will not pass the inspector, and he cannot live in his house, as it is so bad. In another adjoining parish, the master affirms that he was unable to get his certificate, owing to the insufficiency of the building; and in the fourth parish the building is far from good, but just sufficient to meet the Government requirement. Each of these parishes, moreover, ought to be provided with a side-school. In — there is a fishing village five miles from the parish school, with a population of about 400. Here there has been no school of any kind till very lately, when some of the people collected a little money, and have engaged a lad to teach their children in a wretched hovel, quite unfit for the purpose. In — parish a side-school is wanted, in a district with a population of about 200, six miles from the parish school; and in — parish a side-school is wanted for the southern part of the parish, where there is a population of about 250 or 300, and no school within four miles. There ought to be a side-school here, but so long as the parish school building is so bad, it is unlikely that a second school will be erected. 'It is a 'good thing,' said one of the Established ministers, speaking in reference to these parishes, 'that you took this county, and were 'not satisfied with Sutherland as a specimen of the north country

'schools. In Sutherland the Duke is head of a family, as it were, and he builds splendid buildings where they are wanted, but here we are not quite so fortunate.'

In the south of Scotland, again, there are two now almost notorious cases: those, namely, of Innerleithen and Galashiels. The Innerleithen parish school building is insufficient for the numbers. There is accommodation for sixty-five, and there were 128 on the roll, and 106 in attendance when visited. The building is low in the roof, badly ventilated, and badly constructed. The health of both the teacher and children cannot fail to suffer in such a building. We spent about three hours in the school, and even in that short time felt more exhausted than we often did after a long day's work. The teacher said that he was hardly able to stand the daily exhaustion of teaching in such a class-room; and though attempts have been made time after time to induce the heritors to take action, and though the insufficiency of the building has been publicly acknowledged by some of the heritors themselves, yet no steps have been taken, and the teacher and children are left to suffer.

The Galashiels parochial school case is now well known, owing to the publicity given in the newspapers of December 1864 to the proceedings in connexion with it. The circumstances, stated shortly, are as follows:—The population of the parish in 1861 was 3379, it is now said to be nearly 4000, and there are nine schools in the parish; one parochial and one side, two subscription, one Episcopalian, and four private adventure. The buildings of both parochial and side schools are said to be very bad. In the parochial school there is accommodation for 95, while there are 255 on the roll, and 220 in attendance. Of these, 131 are accommodated in the schoolroom, 55 in the teacher's dining-room, and 34 in his kitchen. For some time there has been a considerable agitation on part of the inhabitants to procure additional accommodation. In May 1864 they presented a petition to the heritors for a new building. The heritors asked them to assist in raising the necessary funds. In November of the same year, the inhabitants offered a subscription of £290 towards the whole sum necessary for a new building, and asked the heritors to subscribe £300. One of them offered £100, but the others objected, on the ground that the subscription collected by the inhabitants was not sufficient; that their properties, though in the parish of Galashiels, were not near the town; that some of the children came from the parish of Melrose; that they were not legally bound to build a new schoolhouse; and that they wished to wait for the Report of the Commission. And so the matter remains, and the children are accommodated in the teacher's kitchen and dining-room.

One more instance may be adduced. In Fife, the parochial school building at St. Monance is a most unsuitable building. It is on the shore fronting the sea, and there are no means of ventilating it, except by opening the windows to the east and south. In summer this is harmless, but in spring the whole force of the east wind pours into the school by these windows; and therefore the

teacher and the children must submit either to be stifled by the foul air of the school, and the ancient and fish-like smell of the children's clothes, which is very oppressive here, or they must open the windows and expose themselves to the piercing cold of the east wind. The present master has suffered greatly in consequence of this. He is now—June 1865—invalided, and was hardly expected to recover. Repeated applications have been made to the heritors, but they have delayed giving their full consent. Plans have been before them, and the building should have been in process of erection by this time, but no steps have yet been taken.

In several cases where the buildings were inadequate, and no attempts made to improve them, it was explained by the fact that the heritors were non-resident or in minority.¹ In other cases denominational feeling was the explanation of the unwillingness of heritors to improve their school buildings. Several instances were brought under our notice where a proportion of heritors, or, if non-resident, their agents, belonged to the Free Church, and in those instances there had been difficulty about the parish schools; and two instances were mentioned where, owing to the opposition of Roman Catholic heritors, it was found impossible to get, in the one case, a convenient site for the parish school, and in the other, some repairs done upon the existing building. In two cases difficulties had arisen owing to the tenure of the school buildings. In — there are three parish schools, but no chief parochial building. The building in which the chief school is held belongs to the trustees of a bequest, and the parish school is, in a manner, merged in the bequest school. This species of double tenure is attended with difficulties. The appointment of the master, *qua* parochial master, is *ad vitam aut culpam*, *qua* bequest master, the condition is six months' warning on either side. Hence, in the case of any difference with the trustees, the master may be dismissed by them, but still retain his position as parochial teacher without a school. The building belongs to the trustees, though the master is the parochial master. Who has to keep it in repair? If the expense should fall upon the bequest, it comes out of the teacher's pocket, which is hard upon him, as he receives no fees from the children. At present it is in very bad repair. It is not nearly large enough for the numbers, and the desks, maps, and furniture generally are deficient. The ventilation is very defective, and the teacher has remarked, that whenever the numbers rise to 100 or so disease invariably breaks out among the children. He brought this under the attention of the minister and heritors only last year (1864), when his numbers were increasing, and a few days afterwards diphtheria broke out, and the school was thinned for some months. But the heritors will not move in the matter. They do not consider themselves responsible for this school.

¹ This was exemplified by the condition of the parochial and side-schools in — parish. Both of these buildings were unfit for schools, and had been condemned by medical men as unhealthy, and even dangerous. In the adjoining parish of —, the school building was low in the roof, ill ventilated, and unfit for a school; and in the parish of —, both chief-parochial and side-schools were insufficient.

In the parish of —, again, the parish school is in a manner merged in the burgh school.¹ The building is very much too small for the numbers, and the schoolmaster's house is, though strictly in terms of the Statute, quite inadequate. The heritors say that the town council should enlarge the building, and the town council say the heritors should do so, and between them nothing is done.

With regard to side-parochial schools, the reasons that apply to the chief schools apply with greater force to them. The proportion of bad to good is much higher. In the one case it is as 12 to 90, in the other it is as 9 to 11. One or two instances may be mentioned. In the parish of — both side-schools are bad. One of them is built on a little patch of land running into a lake, and is frequently flooded in winter; the wood-work of the doors, etc., is rotten, and the windows on one side are shut up with wooden boards or shutters for want of glass. It is quite unfit for a school, or, indeed, for any sort of human habitation. The side-school at — is built for the accommodation of 44 children, while the attendance averages 96. It is very damp, and without either lathing inside or spouting outside; the floor is some 12 or 15 inches lower than the surface of the ground at the back wall; the plaster for about 4 feet above the floor has fallen down, or been knocked off; the ventilation is defective; the desks, forms, and blackboard are very bad, and the maps are destroyed by damp. From these facts, it is quite apparent that though the general condition of the chief-parochial schools in those parishes visited is not, on the whole, unsatisfactory, it is also obvious that there is much difficulty in compelling heritors to do anything for the school buildings if they are unwilling, and much delay if they are willing. The state of the law upon the subject is undetermined. By 43 Geo. III. c. 54, sect. 8, confirmed by 1 and 2 Vict. c. 87, it is enacted that in every parish where a school-house and dwelling-house and garden-ground have not been provided pursuant to the Act of 1696, the heritors shall provide these accommodations, and that the school-house and schoolmaster's house shall be maintained and kept in repair; or, if necessary, be rebuilt by the heritors. By sect. 9, jurisdiction is conferred on the Quarter Sessions to compel implement of the obligation imposed on the heritors by sect. 8 to provide accommodation. But it has been doubted whether this 9th section confers on the Quarter Sessions any jurisdiction to enforce the other obligation imposed by the same section to repair the buildings; or whether that obligation is not rather to be enforced in another tribunal.² Even if there were no doubt upon this subject, this would seem a very cumbersome method of repairing a school building, and one that cannot but be unpleasant for a schoolmaster to adopt. But with no decision on

Thirty-five per cent. of the side-parochial buildings bad.

State of the law regarding parochial school buildings undetermined.

¹ In another parish thirty of the children had to go to the church to be taught, as the school building was much too small. There was accommodation for 75, and 148 on the roll. Applications had been made over and over again to the heritor, who possessed the whole parish, but he refused to add to the building, on the ground that he disapproved of education among the working classes, and that he could not be compelled to build.

² Cf. *Macalister v. Macarthur*, March 3, 1854; 16 D. 736.

the subject, and the risk of having to carry his petition from the Quarter Sessions to the Sheriff-Court, or the Court of Session, the method becomes a nullity. No schoolmaster upon any tenure of office would venture upon such a course of litigation against his patrons for the sake of an extra room or improved accommodation. And more than that, it appears to fail as a legal compulsitor upon the heritors to do anything for the school building so long as it is in tolerable repair. The population may increase indefinitely, and the parochial building, which was once large enough, and which is still in repair, may be too small for the numbers, but the heritors cannot be compelled to build another, and if they are not compelled to do so, then no one is compelled. From these circumstances, and those above mentioned, it is clear that the law might well be put on a better basis, and the management of the buildings might be transferred to other hands.

2d sect. of
'Burgh and
Parochial
Schools
Act' making
provision for in-
crease of
salaries.

§ 6. Before passing to the non-parochial schools, it is necessary to allude to the 2d and 5th sections of the Parochial and Burgh Schools Act. By the 2d section, provision is made for the payment of salaries at an increased rate. By it the minimum salary is fixed at £35, and the maximum at £70 per annum, if there be only one parochial school in the parish; but if there are two or more schools in the parish, the salaries are not fixed by law, but the assessment on the trustees is fixed at a minimum of £50, and a maximum of £80 per annum, and the apportionment of these sums between the schoolmasters is left for the determination of the heritors. By such an arrangement good teachers may suffer in the following way:—The maximum, £80, is not a large salary for a good man, but there are some parishes where very efficient teachers may only get the half or the third of this, owing to the fact that there are one or two side-schools in the same parish. Naturally, therefore, good men avoid parishes in which there is more than one parochial school, and the educational status of these parishes falls. Whereas if the salaries attached to the principal schools in such parishes were on the same footing with those attached to single-school parishes, a good man would prefer a large parish, and all the chief parish schools would be supplied with efficient teachers. A man of humble qualifications, who would be content with a small salary, could be readily found competent to discharge the duties of a side-parochial master. This point was urged upon us by some of the best teachers with whom we were thrown in contact.

5th sect.
making
provision
for heritors'
girls'
schools.

The other section to which we wish to direct attention is the 5th, which makes provision for the erection of heritors' girls' schools. Advantage seems to have been only partially taken of that provision, but it is of very great importance. In only seven parishes out of the whole number visited did we find such schools. In these parishes there were eight schools in all, with accommodation for 592 children, but in these schools there were 683 on the roll, or nearly 100 more than there ought to have been. This alone shows the value of such schools, and the manner in which they are appreciated. But no one who has visited a number of mixed

schools of boys and girls can doubt that it is desirable that the sexes should be kept separate after they have emerged from childhood, and that, as a rule, girls should be always under the control of a mistress rather than a master. It may be of importance that the higher branches of arithmetic, and that English composition, and perhaps modern languages, should be taught by a master rather than by a mistress, but arrangements could easily be made by which the master should give a certain number of hours each week to the girls' education. So far as we could judge, the influence of the girls upon the boys had no perceptible effect, whereas that of the boys upon the girls was obvious. The latter were too often coarse and indelicate, both in their appearance and their manners, in schools where they had been taught along with the boys; whereas, in schools where girls alone were taught there was a much greater appearance of refinement. In — heritors' girls' school we were particularly struck by the good appearance presented by the scholars; and on remarking it to the minister, he said that it was impossible to estimate the difference which he had observed in the manners and appearance since the establishment of the female school. Before that they had been rough and rude, and had apparently formed their manners on those of the boys, but now that they were influenced almost entirely by the female teacher, who has greatly improved them. All classes of people, except the schoolmasters, were of the same opinion. 'In the wealthier circles of society,' one gentleman said, 'mixed schools are unknown, and would never be recognised; why then should they exist among the poorer circles? People talk of the illegitimacy returns, and the immoralities of certain counties, and forget that they are encouraging these very evils by insisting on boys and girls from the age of ten to fifteen or sixteen mixing together daily in school, and in the playground, until everything that passes for chivalry in the one sex, and modesty in the other, is swept away.' This may or may not be so, but there can be no doubt that many irregularities pass uncensured in these mixed schools which cannot fail to strike a stranger, though the teacher may be blinded to them by the daily routine of his work. And when on this subject it may be well here to state, that nothing strikes a visitor to the Scotch schools so much as the want of organization and defective discipline, which prevails to a very great extent. Some of course are much worse than others, and uninspected schools are greatly below inspected in this respect. We found a large number of schools where it was impossible to carry on the work of examination until half of the children were dismissed. And in school they were constantly disorderly and careless in their appearance and manner. They lolled about the benches, sat and stood with their caps on their heads, and their hands in their pockets, talking to each other, and playing tricks upon their neighbours. In the playground they were very rough and unmannerly, and not unfrequently indecent, and all these minor immoralities were unchecked by the teachers, who seemed to consider they had nothing to do with the civilisation of the children, or the formation of their characters, but that their work was

Influence
of mixed
schools.

Defective
discipline.

Minor
moralities.

done when they heard them say their daily lessons in the school-room.

Results.

§ 7. The results at which we arrive in this chapter are—

1. That the teaching in the parochial schools is unequal, but on the whole not below mediocrity. Great improvement might be made in many of the schools, and a more uniform standard of efficiency attained, if all were under Government inspection.

2. The election of the parochial teacher is at present vested in a good body of electors, who, so far as we could discover, are all desirous of appointing the best man; but out of 164 parochial schools of one kind or another, only one was taught by a teacher who belonged to a different denomination from the Established Church at the time of election.

3. The present management of the schools is left almost entirely in the hands of the minister; when he is an active man, interested in education, his management is efficient; but in cases where the minister is careless, and everything depends upon the Presbytery examinations, the management is not efficient. The annual complimentary visit of the Presbytery is of little practical value.

4. The tenure of the schoolmaster's office *ad vitam aut culpam* is liable to great abuse, and a temporary tenure might be reasonably advocated.

5. The condition of the chief-parochial school buildings is on the whole not unsatisfactory, though there are many flagrant cases where they are unfit for the accommodation of the children. The condition of the side-parochial schools is very bad. There is generally delay in procuring the consent of the heritors to allow improvements in the buildings, and there is always great difficulty in compelling them to do anything. The state of the law as to repairs is undetermined, and the whole law as to school buildings might with advantage be put upon a different basis.

6. The Parochial and Burgh Schools Act of 1861 has proved a very important and in many respects a beneficial measure, in so far as it has transferred the examination of parochial teachers to a qualified body of examiners, and the jurisdiction in cases of immorality to the Sheriff; in so far as it has introduced a method of procuring resignation from superannuated teachers, of whom it is estimated that already nearly 10 per cent. have resigned, and in so far as it has sanctioned the establishment of heritors' girls' schools. But certain modifications might be introduced with advantage,—such as, that the examination of the parochial teacher should precede and not follow his nomination to the school; that there should be some compulsitor upon the heritors or managing body to act in cases of incompetency, and penal consequences attaching to the teacher if he resisted; and that maximum and minimum salaries should be fixed by law in parishes where there is more than one school in any parish, and that the apportionment of the salaries should not be left to the heritors.

CHAPTER IV.

NON-PAROCHIAL SCHOOLS.

General Assembly—Christian Knowledge—Free Church—Episcopalian
—Roman Catholic—Subscription—Infant—Endowed—Proprietary
—Private Adventure—Miscellaneous—Results.

THE non-parochial primary schools in the country districts of Scotland may be divided into eleven distinct heads; viz., General Assembly, Christian Knowledge, Free Church, Episcopalian, Roman Catholic, Endowed, Subscription, Infant, Proprietary (boys and girls), Private Adventure, and Miscellaneous.¹ It is proposed in this chapter to state the result of our experience as to the general management and condition of these schools in the districts visited.

§ 1. We visited twenty-six General Assembly schools altogether; in the counties of Aberdeen, Ayr, Caithness, Dumfries, Fife, Perth, Ross, Stirling, and Sutherland. These schools were situated either in thickly-peopled parishes, such as Dalry in Ayrshire and Larbert in Stirling, or in outlying parts of thinly-peopled but extensive parishes, as at John o' Groat's, in Canisbay parish in Caithness, or Skerray in the parish of Tongue in Sutherland,—the object of their establishment being the same in either case, namely, to supplement the parochial system when the parish schools could not be brought within reach of the populations. The acknowledged practice is, that the heritors give the site and building for the school and school-house, and a croft for the teacher, or an equivalent in money, and the General Assembly give sums varying from £5 to £25 in lieu of salary, and keep the appointment of the teacher in their hands.

The following table shows the general condition of those schools:—

¹ The Gaelic Society schools and Ladies' schools are chiefly in the Highlands, and the Sessional schools chiefly in towns, so that we did not fall in with many of either class.

GENERAL ASSEMBLY SCHOOLS.

No.	BUILDINGS.				SCHOLARS.			MAS- TERS.		PAID MIS- TRESSES.		ASSISTANTS.			TEACHING.				Schools not examined
	Good.	Fair.	Indiffer- ent.	Bad.	Accom- moda- tion for	On Roll.	In attend- ance.	Certifi- cated.	Not Cer- tified.	Certifi- cated.	Not Cer- tified.	Assist- ants.	Pupil- Teachers.	Monitors.	Good.	Fair.	Indiffer- ent.	Bad.	
1	1	..	..	..	50	50	47	..	..	1	..	1	..	..	1	1	..	..	..
2	1	..	..	..	60	34	29	..	..	..	..	..	..	..	..	..	..	..	..
3	..	..	1	..	60	43	42	1	..	..	1	..	..	..	..	..	..	..	1
4	..	..	1	..	115	106	89	1	..	..	..	..	..	4	..	..	1	..	..
5	..	1	..	..	96	182	126	1	..	..	..	..	..	1	..	..	..	..	1
6	..	1	..	..	173	262	185	1	..	..	1	..	3	..	1	..	..	..	..
7	..	..	1	..	140	191	152	1	..	..	1	..	1	..	..	1	..	..	..
8	..	..	1	..	50	95	87	..	1	..	1	..	..	..	..	..	..	..	1
9	1	..	..	..	64	42	41	1	..	..	1	..	1	..	..	..	..	..	1
10	1	..	..	..	52	37	31	1	..	..	1	..	..	..	..	..	..	..	1
11	..	1	..	..	25	28	23	..	..	..	1	..	..	..	..	..	..	..	1
12	1	..	..	..	93	33	23	1	..	..	..	..	..	..	..	..	..	..	1
13	..	1	..	..	80	64	45	..	1	..	1	..	..	..	..	..	..	..	1
14	..	1	..	..	48	38	26	..	1	..	..	..	..	..	..	..	..	..	1
15	1	..	..	..	65	72	67	..	..	..	1	..	..	..	1	..	..	..	..
16	1	..	..	..	103	81	66	1	..	..	1	..	..	..	..	..	1	..	..
17	..	..	1	..	60	101	84	1	..	..	1	..	1	..	1	..	..	..	..
18	..	..	1	..	34	36	15	..	1	..	..	..	..	..	..	1	..	..	..
19	..	1	..	..	95	147	135	..	1	..	..	..	2	..	..	1	..	..	..
20	1	..	..	..	72	46	35	1	..	..	1	..	..	..	1	..	..	..	..
21	1	..	..	..	48	26	14	..	..	1	..	..	..	..	..	..	..	..	1
22	1	..	..	..	62	77	39	..	1	..	..	..	..	..	..	..	..	..	1
23	..	1	..	..	44	54	34	1	..	..	1	..	..	..	..	1	..	..	..
24	..	1	..	..	57	69	68	1	..	..	1	..	..	..	1	..	..	..	..
25	1	..	..	..	55	118	114	1	..	..	1	..	..	..	1	..	..	..	..
26	..	1	..	..	110	49	30	..	1	..	1	..	..	..	1	..	..	..	..
28	11	9	6	..	1911	2081	1654	14	7	2	17	1	8	5	8	5	2	..	11

From this it appears that there are 170 children on the roll for whom there is no accommodation. It appears also that in the General Assembly schools there is accommodation provided for 74 children on an average; that there is an average of 80 on the roll, and an average of 64 in attendance, and one teacher to every 41 children in attendance. The teaching, as usual, was unequal. In four or five of the schools it was quite up to the average teaching in a parish school, and in two of these instances above it. But in none of the schools was it so high as in the best parish schools, and in none was it nearly so low as in the worst. It is worthy of observation, in regard to the General Assembly schools, when the tenure is temporary, that there was no appearance of indolence manifested in them, and no incompetency, such as still prevails in some schools under the parochial tenure. This remark applies to all schools except private adventure, some badly managed subscription and proprietary schools, and one or two endowed schools where the tenure is perpetual. There may be instances of indifferent teaching, but there are very few instances of really bad teaching the result of indolence and neglect. One of these General Assembly schools was perhaps unnecessary—a female school at Proncy, in the parish of Dornoch. It is situated within a short distance of the Free Church school at Berichen, and the population in the district is not large enough to support two thoroughly efficient schools. There is also a General Assembly school at Invery, near the source of the Dee, in Braemar parish, Aberdeenshire, which, but for exceptional

circumstances, would be unnecessary. This school is supported almost exclusively by gamekeepers' children, and is open only in winter. It was closed at the time of our visit, June 1865, and so is not included in the list. The whole of the resident population belong to the Roman Catholic Church, and have done so since the earliest times, as the Reformation did not penetrate so far into the mountains. There is a Roman Catholic school here also, with a winter attendance as returned of twenty-nine. It is closed in summer. The Assembly school is not of great use, as the winter attendance shows only thirteen scholars, but something is wanted for the Protestant children in this part of the valley. 'It is,' as one of the ministers in the neighbourhood said, 'the only spark of Protestantism in this remote district, and, as such, it must be kept alight.'

§ 2. The Christian Knowledge Society was instituted in 1709, for the purpose of promoting religious knowledge in the Highlands and Islands, and is, by decree of the Court of Session, inseparably connected with the Established Church. The principle on which the schools belonging to it are established is the same as that adopted by the General Assembly Scheme. The Society gives a grant of money, from £10 to £20 as a salary, and the heritors provide the schoolroom and necessary accommodation, including a croft and cow's grass for the teacher. The majority of the Society's schools are in the Highland districts, and on this account we fell in with very few of them. We visited fifteen in all, and these were in the counties of Aberdeen, Caithness, Elgin, Nairn, Perth, Ross, and Sutherland.

Christian
Knowledge
Society
schools.

CHRISTIAN KNOWLEDGE SOCIETY SCHOOLS.

No.	BUILDINGS.				SCHOLARS.			MAS- TERS.		MIS- TRESSES.		ASSISTANTS.			TEACHING.				Schools not Examined.
	Good.	Fair.	Indiffer- ent.	Bad.	Accom- moda- tion.	On Roll.	In attend- ance.	Certifi- cated.	Not Cer- tified.	Certifi- cated.	Not Cer- tified.	Assist- ants.	Pupil- Teachers.	Moni- tors.	Good.	Fair.	Indiffer- ent.	Bad.	
1	..	1	..	..	46	10	10	..	1	..	..	..	..	..	..	..	..	..	1
2	..	1	..	..	34	31	18	..	1	..	..	..	..	..	..	..	..	..	1
3	..	..	..	1	37	15	14	..	1	..	..	..	..	..	..	1	..	..	..
4	1	..	..	..	85	54	54	1	..	..	1	..	..	..	1	..	..	..	..
5	..	1	..	..	36	21	20	..	1	..	..	..	..	..	..	..	..	..	1
6	..	..	..	1	45	52	45	..	1	..	1	..	..	..	..	..	..	..	1
7	1	..	..	..	50	53	33	..	1	..	..	..	..	..	..	..	..	..	1
8	1	..	..	..	4	59	51	..	..	1	..	..	1	..	1	..	..	..	..
9	..	1	..	..	72	45	36	..	1	..	..	..	..	..	1	..	..	..	..
10	..	1	..	..	49	30	20	..	1	..	..	..	..	..	..	..	..	..	..
11	..	1	..	..	85	81	29	..	1	..	..	..	..	..	..	1	..	..	..
12	..	..	1	..	25	4	4	..	..	..	1	..	..	..	..	..	..	..	1
13	..	..	..	1	50	99	70	..	1	..	1	..	..	..	..	..	..	1	..
14	1	..	..	..	62	48	46	..	..	1	1	..	..	..	..	..	..	..	1
15	1	..	..	..	15	12	10	..	..	..	1	..	..	..	..	..	..	..	1
15	5	6	1	3	747	504	460	1	10	2	5	..	1	..	4	2	..	1	8

From this table it would appear that the Society schools are built for 50 on an average, that there are 38 on the roll, and 31 in

attendance, and that one teacher is provided for every 25 children in attendance. It will be observed that advantage is not taken to any extent of the Privy Council grants by this Society. There are only three certificated teachers and one pupil-teacher out of eighteen in these schools, whereas in the General Assembly schools there are sixteen certificated teachers out of forty, and eight pupil-teachers. This is important, as showing that the Privy Council grants do not penetrate easily to remote districts.

It is impossible to form a correct estimate of the teaching in the Society's schools, as we were able to report only upon seven in all; and though the teaching of four of these schools is considered good, and only one is considered bad, yet the impression left upon the mind is, that as schools they are not quite so efficient as the General Assembly schools or the Free Church schools, though the average income is very much the same as that in the General Assembly schools.

One of these schools we considered useless—a female school at Pitnacree, in the parish of Logierait in Perthshire. There was room in the school for twenty-five children, but only four on the roll. The teacher was an old woman, whose age alone prevented her from doing much good as a teacher, and there was another school also supported by the Christian Knowledge Society in the immediate vicinity.

Free
Church
schools.

§ 3. We found Free Church schools in fifteen out of the seventeen counties visited. In Peebles and Lanark alone we came across none belonging to that denomination. Out of the 133 parishes there were Free Church schools in fifty-four, leaving eighty with none. In the south of Scotland the proportion was low as compared with schools of other denominations, but as we went further north it increased greatly. In Ross and Sutherland nearly half the education seems to be carried on by means of Free Church money and influence. In the former county thirteen schools out of thirty-two visited,¹ and in the latter thirteen out of thirty-one, were Free Church; whereas in Dumfries there were only two Free Church schools out of forty-six, and in Roxburgh only two out of twenty-two. We give returns from seventy-four schools in all belonging to this denomination, and of these only eighteen were in the ten counties south of the Forth, and the remaining fifty-six were in seven counties north of the Forth.

¹ Eight schools visited in Ross-shire are not included in the returns; of these, three are in connexion with the Free Church.

FREE CHURCH SCHOOLS.

No.	BUILDINGS.				SCHOLARS.			MAS- TERS.		PAID MIS- TRESSES.		ASSISTANTS.			TEACHING.					Schools not Examined.
	Good.	Fair.	Indiffer- ent.	Bad.	Accommo- dation for	On Roll.	In attend- ance	Certifi- cated.	Not Cer- tified.	Certifi- cated.	Not Cer- tified.	Assistants	Pupil- Teachers.	Monitors.	Very good.	Good.	Fair.	Indiffer- ent.	Bad.	
1	1	..	..	..	90	63	61	1	..	..	1	..	..	..	..	1	1	..	..	..
2	1	..	..	..	115	85	67	1	1	..	..	..	1	..	..	1	1	..	..	..
3	1	..	..	..	140	164	151	1	1	..	..	..	1	1	..	..	..	..	..	..
4	..	..	1	..	73	78	64	..	1	..	..	..	..	..	..	..	..	1	..	1
5	..	1	..	..	85	70	77	1	..	..	..	..	..	..	..	..	..	1	..	..
6	..	1	..	..	59	71	58	..	1	..	1	..	..	..	..	..	1	1	..	..
7	..	1	..	..	100	148	135	..	1	..	..	..	..	..	..	..	..	1	1	..
8	..	..	..	1	80	47	43	1	1	..	..	..	..	..	..	..	1	1	..	..
9	..	1	..	..	108	138	103	1	1	..	1	..	..	..	..	..	..	1	..	..
10	1	..	..	..	112	90	67	1	..	..	1	..	1	..	..	..	..	1	..	1
11	1	..	..	..	151	132	98	1	1	..	1	..	2	..	..	1	1	..	..	..
12	1	..	..	..	91	92	80	..	..	1	..	..	..	..	..	1	1	..	..	..
13	1	..	..	..	93	77	63	1	1	..	1	..	..	..	..	1	..	..	..	..
14	1	..	..	..	333	252	178	1	1	..	..	2	4	..	..	1	1	..	..	..
15	1	..	..	..	86	89	87	1	1	..	1	..	..	..	..	1	1	..	..	..
16	1	..	..	..	110	92	80	1	1	..	1	..	..	..	..	1	1	..	..	..
17	1	..	..	..	90	54	47	1	1	..	1	..	1	..	..	1	1	..	..	..
18	..	..	1	..	62	39	30	..	..	..	..	..	..	..	..	..	1	..	..	..
19	1	..	..	..	138	208	186	1	1	..	1	..	1	2	1	..	..	..	..	..
20	1	..	..	..	83	68	49	..	..	..	1	..	..	..	..	..	1	..	..	..
21	1	..	..	..	122	100	72	1	..	..	..	..	..	..	..	..	1	..	..	1
22	1	..	..	..	100	69	52	1	..	..	1	..	1	..	..	..	1	..	..	1
23	1	..	..	..	120	117	102	1	..	..	1	..	1	..	..	..	..	..	..	1
24	..	1	..	..	106	92	82	1	..	..	1	..	1	..	..	1	..	..	..	..
25	..	..	1	..	89	79	65	1	1	..	..	..	..	..	..	..	1	1	..	..
26	..	..	1	..	94	52	42	1	..	..	1	..	..	..	..	..	1	1	..	..
27	1	..	..	..	116	171	124	1	1	..	..	..	1	..	..	..	1	1	..	..
28	..	..	..	1	28	32	25	..	1	..	..	..	..	..	..	..	..	..	..	1
29	1	..	..	..	100	65	65	1	1	..	1	..	..	..	..	..	..	..	..	1
30	1	..	..	..	82	55	55	1	1	..	1	..	..	..	..	..	..	..	..	1
31	1	..	..	..	125	134	18	1	1	..	1	..	..	..	..	..	1	..	..	1
32	1	..	..	..	83	68	68	1	1	..	1	..	..	..	..	..	..	..	..	1
33	..	1	..	..	32	45	37	..	..	..	1	..	..	..	..	..	..	..	..	1
34	..	1	..	..	26	24	19	..	..	..	1	..	..	..	..	..	..	..	..	1
35	1	..	..	..	67	49	37	1	..	..	..	..	..	2	..	..	..	..	..	1
36	..	..	1	..	84	97	85	1	..	..	..	..	1	..	..	..	..	..	..	1
37	..	1	..	..	44	60	52	..	1	..	..	..	..	..	..	..	..	..	..	1
38	1	..	..	..	30	121	96	1	..	1	..	..	1	..	..	..	..	..	..	1
39	..	1	..	..	54	63	63	..	1	..	..	..	..	..	..	..	..	..	..	1
40	..	..	..	1	48	115	64	..	1	..	..	..	..	..	..	..	..	1	..	1
41	..	1	..	..	44	44	86	..	1	..	..	..	..	..	..	..	..	..	..	1
42	..	1	..	..	47	48	47	..	1	..	..	..	..	..	..	..	..	..	..	1
43	..	..	1	..	84	105	81	1	..	..	1	..	1	..	..	..	..	..	..	1
44	..	1	..	..	31	24	20	..	1	..	..	1	..	..	..	..	..	..	..	1
45	1	..	..	..	102	69	59	1	..	..	1	..	1	1	1	..	1	..	..	..
46	1	..	..	..	67	89	78	..	1	..	..	..	..	..	..	..	1	..	..	1
47	..	..	..	1	68	66	59	..	1	..	..	..	..	..	..	..	..	..	..	1
48	1	..	..	..	105	110	70	1	..	..	..	..	1	..	..	1	..	..	..	..
49	..	1	..	..	90	36	23	..	1	1	..	..	..	..	..	1	..	..	..	..
50	1	..	..	..	60	27	21	..	..	1	..	..	..	..	..	..	..	1	..	..
51	..	..	1	..	44	30	24	..	1	..	..	..	..	..	..	..	1	..	..	..
52	1	..	..	..	108	84	73	1	..	..	1	..	1	..	..	1	..	..	..	..
53	..	1	..	..	23	30	22	..	..	..	1	..	..	..	..	..	..	..	..	1
54	..	..	..	1	28	35	29	..	1	..	..	..	..	..	..	..	..	..	..	1
55	..	1	..	..	60	50	50	..	1	..	..	..	..	..	..	..	..	..	..	1
56	..	1	..	..	63	27	25	..	1	..	..	..	..	..	..	..	..	..	..	1
57	1	..	..	..	81	72	72	..	1	..	..	..	..	..	..	..	..	1	..	1
58	..	..	1	..	70	25	25	..	1	..	..	..	..	..	..	..	..	..	..	1
59	1	..	..	..	90	65	59	..	1	..	..	..	..	..	..	..	..	..	..	1
60	..	1	..	..	67	27	28	..	1	..	..	..	..	..	..	..	..	..	1	..
61	..	1	..	..	31	71	69	1	..	..	..	..	..	..	..	..	..	..	..	1
62	1	..	..	..	94	131	97	..	1	..	..	..	..	..	..	..	1	..	..	1
63	..	1	..	..	52	41	37	..	1	..	..	..	..	..	..	..	..	..	..	1
64	1	..	..	..	63	26	22	1	..	..	1	..	..	..	..	..	1	..	..	..
65	1	..	..	..	56	65	61	..	1	..	..	..	..	..	..	..	..	..	..	1
66	..	1	..	..	60	55	55	..	1	..	..	..	..	..	..	..	..	..	..	1
67	..	..	1	..	54	30	30	..	1	..	..	..	..	..	..	..	..	1	..	..
68	..	1	..	..	120	43	33	..	1	..	..	..	..	..	..	..	1	1	..	..
69	..	..	..	1	54	42	38	..	1	..	..	..	..	..	..	..	1	1	..	..
70	..	1	..	..	45	41	34	..	..	..	..	..	..	..	..	..	1	1	..	..
71	1	..	..	..	76	48	42	..	..	1	..	..	..	..	..	..	..	..	..	1
72	1	..	..	..	74	52	43	1	..	..	..	..	..	..	..	..	..	..	..	1
73	..	..	..	1	30	28	15	..	..	..	1	..	..	..	..	..	..	1	..	..
74	1	..	..	..	149	50	44	1	..	..	1	..	..	..	..	..	1	..	..	..
74	36	28	8	7	6134	5459	4558	37	30	5	28	3	21	6	2	15	19	5	1	32

Teaching
in Free
Church
schools.

We were unable to examine more than forty-two of these schools, as many of those in the north were visited either in the vacation, or just after they had resumed work after it, and were not sufficiently organized to enable us to form a just estimate of the teaching. But from those examined it appeared to us that the actual work done by the Free Church schools was quite as high as that done by the average parochial schools. Indeed, if our estimates are correct, they show that while in the parochial schools proper the teaching is very good, good, and fair in 80 per cent. of the schools examined, and indifferent and bad in 20 per cent., and if the side and heritors' girls be included, the proportion falls on the one hand to 78 per cent., and on the other rises to 22 per cent., while in the Free Church schools the teaching is very good, good, and fair in 86 per cent., and indifferent and bad in 14 per cent. But, on the other hand, the teaching in the best parochial schools is higher than that in the best Free Church schools. From our estimates it appears that 6 per cent. of the parochial schools are classed as very good, and 45 per cent. as good, whereas only 5 per cent. of the Free Church schools are considered in the first class, and only 36 per cent. in the second. It is only reasonable that this should be the case, when it is considered that the average salary of the one is very much higher than that of the other.

Buildings
of Free
Church
schools.

In the same manner with reference to the school buildings: 80 per cent. of the chief-parochial schools are good and fair, and 20 per cent. indifferent and bad; but if the whole parochial system be taken, only 77 per cent. can be considered in the first classes, and 23 per cent. in the second, while 80 per cent. of the Free Church school buildings are good and fair, and 20 per cent. indifferent and bad. At the same time, the best parish school buildings are much better than the best Free Church buildings, and the worst Free Church buildings are very many degrees below the worst parochial or side-parochial buildings. Two of them are absolutely unfit for human habitation in any shape. In one of these the door is hardly five feet high; the roof is thatched; there are two windows built in the front of the building, one of which is about one foot square, and the other hardly two feet. In the roof are two holes to allow the smoke to escape, the fire being in the middle of the room on the floor. In the window there was very little, if any glass, and in the one side of the roof there was a hole which created a draught for ventilation. The furniture consisted of an old chair, which the master used as a desk, and a few boards put round the walls for the children to sit on. The master lives butt-and-ben with the school; and his part of the dwelling is not much better than the scholars'. In this place there were twenty-nine children huddled together, poorly clad, and apparently poorly educated. The master is a youth. He earns by this means about £2, 5s. of fees, and is paid £7, 15s. by the Free Church Committee as salary, or a total income of £10 per annum, and the house, such as it is, to live in. In another parish, sixty-one children were packed together, standing, sitting, or lying on the floor, so that we actually had almost to walk over them, in a dark building 30 feet by 15 feet, and 7 feet high, built of clay, with a thatched roof, full of holes, through which the rain was pouring down upon

the floor, and on the children. There were two very small windows on one side, and a large open hole on the other, to let in a little light and air. There was no grate, and the building was so dark that you could not see distinctly from one end of the place to the other. In winter, when there are often eighty or ninety children, it must be almost pitch dark. The schoolmaster, an intelligent, but sickly-looking young man, complained that the building was killing him, and that he would have to give up teaching unless something could be done for the school. It was put up hurriedly at the time of the Disruption, and nothing has been done to keep it in repair since then, and so it is even now in a ruinous condition, and will soon be worthless. It has been twenty years in existence, and on a low average there have been fifty children each year in attendance, so that upwards of 1000 children have spent the early years of their lives in this hovel in pursuit of education. There is reason to fear that many of them have laid up the seeds of bad health that they never will get over, and perhaps it would have been better for them had they grown up in idleness in the fields.

In comparing the state of the buildings of the parochial and Free Church schools, it must be borne in mind that none of the latter have been standing more than twenty years, whereas many of the parochial buildings that were good when built, and still are sufficient, have been standing as long as half a century.

There is one point in reference to the teaching in the Free Church schools to which it is necessary to refer. The management of the schools, and the appointment of the teacher, is in the hands of the minister and deacons' court, and this body is, as a rule, very unwilling to give up any school that has once been established. Consequently, it occasionally happens in the north, that they appoint a raw uneducated lad of sixteen or seventeen years of age, at a very small salary, to act as teacher, merely to keep the school open for the name of the thing. The six schools classified under the heads of indifferent and bad, were for the most part taught by mere lads on a pittance of from £10 to £15 a year. A qualified man could not be expected to accept of such a position, but the funds of the Education Committee of the Free Church will not admit of higher salaries. The returns presented to the General Assembly in May 1865, show that the annual subscriptions are falling off every year, and the number of schools is correspondingly diminishing.

In 1859, the annual receipts amounted to £17,764, 15s. 3d.; in 1864, to £15,787, 0s. 7d.; showing a diminution of very nearly £2000. The estimate for 1865 is not given, owing to a change in the Privy Council regulations bearing on the Normal schools. And in like manner, in the return of the number of schools and scholars, there is a diminution corresponding to the diminution in income.

	Schools.	Teachers.	Scholars.
In 1860 there were . . .	621	646	62,408
1861 " . . .	617	643	62,004
1862 " . . .	610	636	61,654
1863 " . . .	607	630	61,354
1864 " . . .	589	610	61,062
1865 " . . .	570	594	61,172

		Schools.	Teachers.	Scholars.
Thus in 1861	there was a diminution of	4	3	404
1862	"	7	7	350
1863	"	3	6	300
1864	"	18	20	292
1865	"	19	16	

But in 1865, though there was a diminution of nineteen schools, there was an increase of 110 scholars.¹

The total result shows, that in these five years fifty-one schools and fifty-two teachers have been discontinued, and there are 1236 fewer children educated by the Free Church than there were in 1860.

From these facts, and from what we saw in the south, and still more in the north, and from what we heard on all sides, from Free Churchmen as well as those of other denominations, more particularly in the counties of Ross, Sutherland, and Caithness, the conclusion was forced upon us that though the Free Church education scheme has done an immense deal for the education of the country, and continues to do so still, yet the support of her schools is a great burden upon her resources and strength, a burden which becomes heavier every year.

Episcop-
alian
schools.

§ 4. In dealing with the Episcopalian and Roman Catholic schools, it is necessary to explain that there were so very few belonging to either denomination in the districts visited, that they hardly afford sufficient data upon which it could be safe to found any definite conclusions. There are only 130 schools supported by the Episcopal Church in Scotland, and the great majority of these are in towns. In the country districts we found Episcopalian schools in the counties of Aberdeen, Ayr, Edinburgh, Kirkcudbright, Ross, Roxburgh, and Stirling,—nine schools in all.

EPISCOPAL SCHOOLS.

No.	BUILDINGS.				SCHOLARS.			MAS- TERS.		PAID MIS- TRESSES		ASSISTANTS.			TEACHING.				Schools not Examined
	Good.	Fair.	Indiffer- ent.	Bad.	Accom- moda- tion for	On Roll.	In At- tend- ance.	Certifi- cated.	Not Cer- tified	Certifi- cated.	Not Cer- tified	Assist- ants.	Pupil- Teachers.	Moni- tors.	Good.	Fair.	Indiffer- ent.	Bad.	
1	1	..	..	..	72	60	52	1	..	..	..	..	..	..	1	..	..	..	..
2	1	..	..	..	89	63	42	..	..	1	..	..	..	..	..	..	..	..	1
3	..	1	..	..	130	165	122	1	..	..	1	..	1	..	..	..	1	..	..
4	1	..	..	..	120	99	66	1	..	..	1	..	1	..	..	1	..	..	..
5	1	..	..	..	104	82	70	1	..	..	1	..	1	..	1	..	..	..	..
6	..	1	..	..	70	59	51	1	..	..	1	..	..	..	..	..	..	..	1
7	1	..	..	..	72	107	89	..	..	..	..	..	1	..	..	..	..	..	..
8	1	..	..	..	21	17	17	..	1	..	..	..	..	..	..	1	..	..	..
9	1	..	..	..	90	64	51	..	1	..	1	..	..	..	1	..	..	..	..
	7	2	..	..	759	716	560	6	2	1	5	..	4	..	3	2	2	..	2

These schools are either private property, and supported mainly by individuals, or they get an annual grant from the Episcopal Church Society, and draw the rest of their income from Government grant and fees, supplemented in some instances by a small subscription, collected in the neighbourhood. The appoint-

¹ It is worthy of notice that these returns show an average of 107 children to each school, while our returns show an average of only 74.

ment of the teacher, and the general superintendence of the schools, is generally in the hands of the incumbent, or of the private proprietor of the school, though in some instances gentlemen belonging to the Episcopalian Church exercise a nominal superintendence. The parents had no voice in the management of any of the schools visited, though in one case the teacher said that they occasionally interfered in matters of discipline. As to the religious question, there did not seem much difficulty. As has been already said, Presbyterians and Episcopalians sat together in the same school, and little or no difference was made as to denominations.

In these nine schools there were 739 children on the roll as given by the registrars, and of these there were only 215 returned as belonging to the Episcopalian Church. The others belonged to Presbyterian denominations, with the exception of 49, who were Roman Catholics. Our returns show 716 on the rolls, or a difference of only 23.

The rule in most of these schools was that the children should not be compelled to learn the English Church Catechism; but in two of them it was held to be incumbent, and in one, attendance at chapel was also deemed necessary. In this school there were 82 on the roll when visited, and there was invariably a good attendance. The staff consisted of a master and mistress and one pupil-teacher. The master was certificated, and the mistress was going forward to the Normal School examination. They drew £39 from Government, and received £100 a year and a free house from the proprietor. The children paid only 1d. a week, and books, maps, and writing materials were provided with great liberality. In the return sent in by the registrars there are 92 given as on the roll, and of these only 19 are Episcopalians. In the other school, where the Catechism was enforced, there were 98 upon the roll, as returned by the registrars, of whom 33 only were Episcopalians. In this school the children got their education free. Both these schools impressed us favourably as regards discipline and general efficiency.

§ 5. There were only four public Roman Catholic schools in the districts visited, and two private adventure, conducted by Roman Catholics. These will be placed under the head of Private Adventure Schools.

Roman Catholic schools.

ROMAN CATHOLIC SCHOOLS.

No.	BUILDINGS.				Accommodation for	SCHOLARS.			MAS-TERS.		PAID MIS-TRISSES.		ASSISTANTS.			TEACHING.				Schools not Examined.
	Good.	Fair.	Indiffer-ent.	Bad.		On Roll.	In Attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers.	Monitors.	Good.	Fair.	Indiffer-ent.	Bad.		
1	..	1	..	..	62	63	11	..	1	..	..	..	..	..	..	1	..	..	..	
2	1	..	1	..	86	113	80	..	..	1	..	2	..	..	..	1	..	..	..	
3	1	..	..	..	60	39	34	..	1	..	..	..	..	..	..	1	..	..	..	
4	..	..	..	..	60	21	13	..	..	..	..	..	..	..	..	..	..	..	..	
4	2	1	1	..	268	236	138	..	2	2	..	..	2	..	..	1	3	..	..	

It would be unfair to form any estimate of the state of education provided by members of the Roman Catholic Church from these four schools. There were no other Roman Catholic schools in the district, except a very small one, near the source of the Dee, in Aberdeenshire, which is open only in winter, and was closed at the date of our visit. Most of their schools seem to be in towns. The superintendence is for the most part in the hands of the priest, and the schools are mainly supported by private subscription.

Sub-
scription
schools.

§ 6. Under the head of Subscription Schools we include all those schools which are supported by local subscriptions, as distinct from assessments, in whatever way they may be collected. The subscriptions are levied in three ways—(1.) By a regular system of taxation, as in the iron-works and colliery schools; (2.) By a general subscription, organized by the ministers and leading men in a district, and embracing the heritors and all others who are willing to contribute money towards such an object, although they have no personal interest in the support of it; (3.) By a simple, variable, voluntary subscription, collected from among the parents of the children. These three classes comprehend, in general terms, the different modes in which the money is collected for the support of subscription schools. The management corresponds to these modes of collecting the subscriptions; and as the difference that exists in the three classes, under their respective boards of management, is very great, it will be necessary to preserve the threefold division, in order to form a just estimate of the educational work performed by these schools. We shall therefore treat of them under three heads—(a) Those managed by proprietors and managers of public works; (b) Those managed by the ministers and gentlemen of the parish; (c) Those managed by working men and heads of families.

The first class comprises six schools—

SUBSCRIPTION SCHOOLS.

(a) Managed by Proprietors and Managers of Public Works.

No.	BUILDINGS.				SCHOLARS.			MAS- TERS.		PAID MIS- TRESSSES.		ASSISTANTS.				TEACHING.				
	Good.	Fair.	Indiffer- ent.	Bad.	Accom- moda- tion for	On Roll.	In Attend- ance.	Certifi- cated.	Not Cer- tified.	Certifi- cated.	Not Cer- tified.	Assist- ants.	Pupil- Teachers.	Monitors.		Good.	Fair.	Indiffer- ent.	Bad.	Schools not Examined.
1	1	..	..	..	233	346	271	1	1	..	1	1	3	..	..	1	..	..	..	..
2	1	..	..	..	165	130	111	1	..	..	1	1	..	..	..	..	1	..	..	..
3	1	..	..	..	263	302	240	1	..	1	1	1	..	..	..	1	..	..	..	..
4	..	..	1	..	85	214	196	1	..	..	..	..	3	..	..	..	1	..	..	..
5	..	1	..	..	150	228	174	1	..	1	..	..	..	1	..	1	..	..	..	..
6	1	..	..	..	150	101	86	1	..	..	1	..	2	..	..	..	1	..	..	..
6	4	1	1	..	1046	1321	1078	6	1	2	3	2	8	1	..	8	3	..	..	..

How sup-
ported.

These six schools are all supported by some system of school taxation. The tax is enforced in different ways. In some of the Works all the workmen or miners, whether married or single, with

one child or many, pay 2d. in the pound, deducted from their wages. In others, all pay so much a week; in others, only the married men who have children pay; in others, both poundage and weekly payments are exacted; and in the Caledonian Railway Company School, the fees, at the rate of 2d. and 3d., are stopped from the parents according to the teacher's fortnightly returns, but in the locomotive, superintendent's, and goods' departments, 1d. a week in addition to the fees is paid by each workman, except by those in the flying squad, who do not pay unless they are resident at the station. The result in all these cases is the same. A certain uniform rate is paid by all for the maintenance of the schools. When wages are low, the poundage tax barely meets the expenses of the schools, and when the proportion of unmarried men is small, there is a deficiency, which has to be met by the managers. This system is said to work admirably. The teachers are satisfied, because they get their salaries paid regularly; the parents are satisfied, because the money does not *actually* come out of their pockets, and they do not realize that they incur any pecuniary sacrifice; the children are sent to school regularly because there is no question of payment, and no saving by keeping them from school; and the managers are satisfied, because they know that their people's families are well taught. The only people who grumble are the bachelors, but they are made to understand that if they did not contribute, the tax would fall more heavily upon the married men, and as they all look forward to early marriages, they see the reason of the tax and are reconciled to it.

The support of these schools is thus on a satisfactory basis. As to the election and dismissal of the teachers, and the general management of the schools, there is not much to mention.

The minister of the parish is generally consulted in the selection of the master, and the best man that can be found is invariably appointed, subject to dismissal at one, two, or three months' notice, according to agreement. Certificated teachers are now almost invariably appointed, and though the tenure is temporary there is never any difficulty in securing the services of a good man, as he knows that his salary is certain, and is ample, and he is free from any interference on part either of the clergy or the parents of the children. He becomes part of the organized system in connexion with the Works; he has a good school to teach in, a good staff of under-teachers to support him, a comfortable dwelling-house, a guaranteed salary independent of fees, a certainty that the children will attend regularly as the parents have to pay for their education whether they attend or not; and, as a consequence upon their regular attendance, the knowledge that the inspector will report well of him and his school, if he does his duty; and if he does not do his duty, he is dismissed without mercy and without delay. Under those inducements, good teachers accept with pleasure the conduct of these schools, and the only drawback to such a system is that it is difficult to extend it more widely, and beyond the autocratic centralization of the board of management of the works. It is urged by some that a weak teacher might attempt to

System of
manage-
ment.

strengthen himself by seeking favour with the manager of the Works, and might sacrifice his independence to keep on good terms with him. But there is no very great danger of this, as it generally happens that those in the position of managers of great colliery or other Works, are men of such shrewdness and independence of character themselves, that any attempt at truckling to them on the part of a weak man would be seen through and visited by dismissal. We were told of an instance where this actually happened. The manager of a great coal-mining establishment, in mentioning the circumstance, said that weakness of character in any shape would never answer with such a population as he had to deal with, and he wanted his own hands strengthened by a good self-reliant man to act as his teacher. The result of these things is that in all the schools recognised by any of those companies, and supported by them, we found good teachers, good attendances, and efficient discipline and teaching. The period of attendance was shorter in these schools than in others, as there were hardly any children over twelve or thirteen years of age, and in some of the mining districts the attendance was small in winter, but the whole school life of these mining and iron-works' children was not shorter than that of their agricultural contemporaries, because their daily attendance was better. What they have to contend with is the ignorance of their parents, which is much greater than among any of the other classes, except the fishermen, but as the children who are in these now well-organized schools grow up to manhood, there is every probability that the results of their school-training will be reflected in their descendants.

Specimens
of the work
done in this
class of sub-
scription
school.

As specimens of the work done in these schools, the following notes of our visit to two are given. Both these schools were considered 'good.'

I.

Building.—Very good, but not quite large enough for the numbers.

Furniture.—Complete.

Supported by Ironworks Company—

Master,	£84	0	0
Assistant,	35	0	0
Mistress,	13	0	0
Music-Master,	20	0	0

£152 0 0

Master.—Certificated. Had been a pupil-teacher. Trained at Glasgow Normal School. Appointed by the minister for the company.

Assistants.—One paid assistant; one music-master, for an hour daily; three pupil-teachers; and one mistress for sewing.

Fees.—No fees paid. The salaries are kept off the men's wages.

Superintendence.—Minister, and the manager of the works.

Inspection.—Presbytery and Government.

Denominations.—All denominations attend this school, principally Free Church, and about one-fifth are Roman Catholics, who do not learn the Catechism, but sit apart while the others say it.

Children's wages when they go down the pit is about 5s. per week.

Examination.—No. on roll, 346; ages, three and four to thirteen.

Average attendance. { In winter, 220.
 { In summer, 270.

First class.—9 present; ages, eleven to thirteen.

Reading.—Good, and pretty well understood.

Spelling.—Good.

Geography.—Scotland only, but well learned.

Dictation.—‘I am grateful for all the benefits I have received,’ seven correct ;

Ninth Commandment, four correct.

The writing was not good, but the children were chiefly under twelve.

Arithmetic.—Compound addition, seven correct ; proportion, five correct.

In both dictation and arithmetic, four correct.

N.B.—This school appears to be very efficiently taught, and, considering that very few children remain over twelve, their appearance was satisfactory.

II.

Building.—Very good. Three class-rooms, one large, holding about 180 ; the others smaller—one for very small children, the other for middle-sized children under a mistress.

Furniture.—Very good.

Supported by Government grant, fees, and poundage kept off wages.

Master.—Certificated. Had been a pupil-teacher in Linlithgow, and trained at Edinburgh Free Church Normal School.

Assistants.—Three pupil-teachers and a monitor ; also a certificated mistress.

Fees.—Uniformly 10d. a head per month, except for scholars under six, who are half-price.

Superintendence.—Government inspector and Presbytery. Parents do not take much interest in the school, but some of them come occasionally.

Irregularity.—No great neglect throughout the district.

Examination.—No. on roll, 302 ; ages, five to twelve.

Present to-day, 240.

Reading.—Good throughout.

Spelling.—Smaller children not very good.

Geography.—Good.

Dictation.—‘I am grateful for all the benefits I have received,’ and the Ninth Commandment.

In Standard iv., six present, ‘I am,’ etc., five correct.

„ „ „ Ninth Commandment, five correct.

In Standards v. and vi., fourteen present, ‘I am,’ etc., nine correct.

„ „ „ Ninth Commandment, eight correct.

Writing.—Generally good.

Arithmetic.—In Standard iv., six present (all girls).

1. Simple addition, none correct.

2. Compound addition (easy), six correct.

In Standards v. and vi., fourteen present (four girls).

1. Simple addition, ten correct.

2. Compound addition, fourteen correct.

3. Reduction, eight correct.

4. Practice, four correct.

N.B.—A good school. Efficient both in instruction and in discipline.

The second class of subscription schools, those, namely, managed by the ministers and gentlemen in the parish, comprehends 31 schools.

Subscription schools managed by ministers and gentlemen of the parish.

SUBSCRIPTION SCHOOLS.

(b.) *Managed by Ministers and Gentlemen of the Parish.*

No.	BUILDINGS.				SCHOLARS.			MAS- TERS.		PAID MIS- TRESSES		ASSISTANTS.			TEACHING.				Schools not examined.
	Good.	Fair.	Indiffer- ent.	Bad.	Accom- moda- tion for	On Roll.	In at- tend- ance.	Certif- icated.	Not cer- tified.	Certif- icated.	Not cer- tified.	Assist- ants.	Pupil Teachers.	Moni- tors.	Good.	Fair.	Indiffer- ent.	Bad.	
1	1	..	..	..	140	98	84	1	..	..	1	..	1	..	..	..	..	..	1
2	1	..	..	..	50	32	25	1	..	..	1	..	1	..	..	..	..	..	..
3	1	..	..	..	70	50	34	1	..	..	1	..	1	..	..	..	..	..	..
4	1	..	..	..	84	58	35	1	..	..	1	..	1	..	..	..	..	..	..
5	..	..	1	..	79	140	103	..	..	..	1	1	..	..	1	..	..	..	..
6	..	1	..	..	52	55	43	..	..	..	1	1	..	..	1	..	..	..	..
7	1	..	..	..	130	120	97	1	..	1	..	..	..	..	1	..	..	..	..
8	..	..	1	..	25	19	17	1	..	1	..	..	1	..	1	..	..	..	1
9	..	1	..	..	31	34	34	..	..	..	1	..	..	..	..	..	..	..	1
10	..	..	..	1	26	42	32	..	..	1	..	..	..	..	..	1	..	..	..
11	..	1	..	..	50	37	67	..	..	..	1	1	..	..	..	..	..	..	1
12	..	..	1	..	29	61	26	..	1	..	1	1	..	..	..	1	..	..	1
13	..	1	..	..	41	55	46	..	..	..	..	..	..	..	..	..	..	..	1
14	..	1	..	..	14	16	8	..	..	..	1	..	..	..	..	1	..	..	..
15	1	..	..	..	65	46	35	..	..	..	1	..	1	..	1	..	..	..	..
16	..	1	..	..	118	75	72	1	..	1	..	..	1	..	1	..	..	..	1
17	1	..	..	..	160	126	86	1	1	..	1	..	..	1	..	..	..	..	1
18	..	..	1	..	50	26	26	..	1	..	1	..	1	..	..	1	..	..	1
19	..	..	1	..	64	48	42	..	1	..	..	..	..	..	..	..	..	..	1
20	..	1	..	..	25	40	32	..	..	1	..	..	..	..	..	..	..	..	1
21	1	..	..	..	45	40	33	..	..	..	1	..	..	..	1	..	..	..	..
22	1	..	..	..	191	196	161	..	..	1	..	..	2	..	1	..	..	..	..
23	1	..	..	..	45	65	48	..	..	1	..	..	..	..	..	1	..	..	..
24	..	..	1	..	40	37	33	..	..	..	1	..	..	..	..	1	..	..	..
25	..	..	..	1	74	118	90	..	1	..	1	..	..	..	..	1	..	..	..
26	1	..	..	..	72	75	65	..	..	1	..	..	..	..	..	..	1	..	..
27	..	1	..	..	57	99	64	..	..	..	1	1	..	..	..	..	1	..	..
28	..	..	1	..	25	17	17	..	..	..	1	..	..	..	..	..	1	..	..
29	..	..	1	..	47	49	46	..	1	..	..	..	..	..	..	1	..	..	..
30	1	..	..	..	74	71	67	..	..	1	..	..	..	1	..	..	..	..	1
31	..	..	..	1	43	46	40	..	..	..	1	..	..	..	..	1	..	..	..
31	12	8	8	3	2016	2041	1606	8	5	8	18	3	6	1	6	11	4	..	10

Superin-
tendence.

Tenure.

The great majority of these schools are closely connected with the Established Church. In most cases, indeed, they were originated and established by the minister of the parish, and visited by the Established Presbytery, and, as a rule, they were efficiently taught, and doing satisfactory work. The superintendence is as light as possible,—the Government inspector's annual visit and report being considered as a sufficient check upon inefficiency. If the teachers have any suggestions to make, or if anything should be required for the school, application is made to the minister, who, acting as secretary or corresponding manager, attends to suggestions either on his own responsibility, or, in cases of importance, after consultation with the committee. The tenure is, as might be arranged, generally for three months' or one year's notice on either side, but we heard of no complaint of capricious interference or dismissal, but, on the contrary, everything, so far as we could discover, seems to go on smoothly and harmoniously. It is only fair to add, however, that four of the best of these schools were in the parish of Colmonell; where the satisfactory condition of the educational machinery has already been noticed. Some of the other schools, though ostensibly unconnected with any denomination, were really managed by the United Presbyterian minister, who, in such cases, is the moving power of the committee of management.

In — subscription school, for instance, the committee for 1865 consisted of twelve persons. The chairman was the United Pres-

byterian minister, and six of his congregation, four of whom were farmers, were on the committee, the other five being made up of four Established Churchmen, and one belonging to the Free Church. By the constitution of the school, the committee is ordered to meet regularly four times a year, or oftener if necessary, for the transaction of business. It has power to call up subscriptions to the school funds, for the teacher's salary, repairs of premises, educational apparatus, etc. The members are enjoined to visit the school occasionally, and to take an active interest in its prosperity. The teacher or teachers are under the superintendence of the members of committee, who have full powers to transact all matters with him or them, to dismiss any of them on due ground of complaint, and to elect a successor, after proper examination of candidates as to mental, moral, and religious qualifications. A sub-committee of six ladies is appointed annually to visit and inspect the industrial department. The weak point in this constitution is the examination of the candidates, but this is generally got over by the selection of a certificated master. The present teacher is certificated, and at the last inspection there were 80 children presented, of whom 80 passed in reading, 79 in writing, 70 in arithmetic. In the six Standards the school got 229 marks out of 240. The school was good, well taught, and well managed. The United Presbyterian minister was a man of influence in the village, and although he disclaimed any credit for the work done, we were assured that the success of the school was really due to him.

Under a somewhat similar category we place the female industrial school at —. This was one of the best female schools visited. The building was quite new, and was well supplied with maps, desks, and all school apparatus. The mistress held a first-class certificate, and was assisted by a pupil-teacher. The fees were from 2½d. to 7d. a week. The school was superintended by a committee of six gentlemen in the town and neighbourhood, who had subscribed £3 and upwards towards the building and maintenance of the school, and an annual subscription of 2s. 6d. towards salary, and were in full communion with either the Established, Free, United Presbyterian, Reformed Presbyterian, or the Independent Churches of Scotland. By the constitution of the school it is expressly laid down that the committee shall not belong wholly to any of the above mentioned denominations, but shall be elected as equally as possible from each of them. Ministers of all denominations shall be invited to the annual examinations. The school, however, shall not be connected with any religious denomination, 'but shall be based on the broad principle of Christian co-operation, in contradistinction to sectarian effort or adventure.' The teacher must be certificated, and must be in communion with one or other of the five Presbyterian churches. The appointment and dismissal were in the hands of the committee, and so far as we could hear, satisfaction had been generally given by the exercise of power on part of the members, and, on the whole, they had worked harmoniously together.

It is unnecessary to give in detail the constitution of any more

of these schools. The principle was the same in all. They should be managed by committees of influential people ; they might or might not be in connexion with some religious denomination ; and the teachers should be liable to dismissal on a specified notice. These were the main points in the system of management, and in those that came under our notice there was no ground for disapprobation. Rumours of discord among the different denominational parties of whom the committees consisted, were brought to us in the case of two of those schools. It was said that the factions were divided as to the denomination from which the teachers were to be appointed, and there is always danger where such mixed bodies have an appointment to make. But when we visited the schools there was no evidence of want of harmony.

The work done by this class of schools was satisfactory in all but five of those examined. In four of these we considered the teaching indifferent, and in one (not included in the published return) we considered it bad. The unsatisfactory nature, however, of three of these is not due either to the management or to the teachers. In two, the children belonged to an exceptionally unruly class, and in the third the state of education was low because the children had come to the subscription school from a bad parochial school, where they had learned nothing but disorderly habits. The school in which the teaching is considered bad is a small girls' school in the town of ——. The building and furniture are both good and well kept. The Town Council grant £10 a year to the school, and the rest of the money comes from donations and subscriptions. The mistress is not certificated, and was appointed in 1862 by the committee, which consists of ladies entirely. They appear to take a great interest in the school, and one of the committee visits the school daily. The fees are almost nominal, only $\frac{1}{2}$ d. a week, and for this the children are professedly taught reading, writing, and arithmetic, and are taught sewing and washing. The number on the roll in winter was 58, in summer 40, and the average attendance is about 40. On the day of our visit there were 31 present. The reading was very indifferent, the spelling bad, the grammar and arithmetic, which did not go beyond the multiplication-table, very bad indeed, and the ignorance of Bible history was exceptionally great. But, on the other hand, attention appeared to be paid to their industrial training. The children made nearly all their own clothes, and were taught to wash them and to keep them clean, and to keep themselves respectable and tidy. They were nearly all children of the poorest classes, who, but for this school, might have been at no school. Considering, therefore, that only $\frac{1}{2}$ d. a week was charged for their education, and they had the advantage of learning useful work, and of being brought in daily contact with the lady visitors, the school cannot be considered a failure. For reading, writing, and arithmetic it is of very little use. The children would unquestionably learn these subjects better at the parish school if they could have paid the fees; but they learn sewing and cleanliness and civility at this school, and it is not impossible that they would have learned none of them at the other school.

The third class of subscription schools comprehends 30 schools visited, and of these 23 were examined.

SUBSCRIPTION SCHOOLS.

(c.) *Managed by Working men and Heads of Families.*

Sub-
scription
schools
managed
by working
men and
heads of
families.

No.	BUILDINGS.				SCHOLAR.			MASTERS.		PAID MIS- TRESSSES.		ASSISTANTS.			TEACHING.				Schools not examined.
	Good.	Fair.	Indiffer- ent.	Bad.	Accom- moda- tion for	No. on Roll.	No. in attend- ance.	Certifi- cated.	Not Cer- tified.	Certifi- cated.	Not Cer- tified.	Assis- tants.	Pupil- Teachers.	Moni- tors.	Good.	Fair.	Indiffer- ent.	Bad.	
1	..	1	..	..	96	45	37	..	1	..	..	..	..	..	..	..	..	1	..
2	..	1	..	..	49	59	53	..	..	1	..	..	..	..	..	..	..	..	1
3	..	..	..	1	54	63	47	..	1	..	..	..	..	..	..	1	..	..	..
4	..	..	..	1	40	57	38	..	1	..	..	..	..	..	..	..	1	..	..
5	..	..	..	1	38	22	17	..	1	..	..	..	..	..	..	..	1	..	..
6	1	..	..	..	84	74	74	..	1	..	..	..	..	..	..	1	..	..	..
7	..	1	..	..	58	69	47	..	1	..	1	..	..	..	..	..	1	..	..
8	..	1	..	..	50	31	28	..	..	1	..	..	..	..	..	1	..	..	..
9	..	1	..	..	81	106	91	1	..	..	1	..	1	..	..	..	1	..	..
10	..	..	..	1	45	60	55	..	1	..	..	..	..	..	..	..	..	1	..
11	..	..	..	1	64	136	117	..	1	..	..	1	..	..	1	..	..	..	..
12	..	..	..	1	40	69	44	..	1	..	..	..	..	..	..	..	1	..	..
13	..	..	..	1	69	65	55	..	1	..	..	..	..	..	..	1	..	..	..
14	1	..	..	..	70	106	82	1	..	..	..	..	..	..	..	..	1	..	..
15	..	..	..	1	70	58	47	..	1	..	..	..	..	..	1	..	..	..	..
16	..	..	..	1	39	85	71	..	1	..	..	..	..	..	..	..	..	..	1
17	..	..	..	1	42	76	59	..	1	..	..	..	..	..	1	..	..	..	..
18	1	..	..	..	65	67	60	1	..	..	..	..	..	..	..	..	..	..	1
19	1	..	..	..	117	108	103	1	..	..	1	..	1	..	1	..	..	..	..
20	..	1	..	..	66	57	49	1	..	..	1	..	..	..	..	..	..	..	1
21	..	..	..	1	67	60	46	..	1	..	..	..	..	..	..	1	..	..	..
22	..	1	..	..	77	122	82	1	..	..	1	..	1	..	1	..	..	..	..
23	1	..	..	..	89	51	40	..	1	..	..	..	..	..	..	..	1	..	..
24	..	..	..	1	25	27	17	..	1	..	..	..	..	..	..	..	..	..	1
25	..	..	..	1	43	42	39	..	1	..	..	..	..	..	..	..	..	..	1
26	1	..	..	..	50	33	26	..	1	..	..	..	..	..	..	1	..	..	..
27	1	..	..	..	65	63	54	..	1	..	..	..	..	..	..	..	..	..	1
28	..	1	..	..	29	16	16	..	1	..	..	..	..	..	..	1	..	..	..
29	..	1	..	..	60	58	50	..	1	..	..	..	..	..	..	..	..	1	..
30	..	..	..	1	63	54	58	..	1	..	..	..	..	..	..	..	..	1	..
30	7	9	..	14	1803	1958	1602	6	22	2	5	1	3	..	5	7	7	4	7

The first point that appears on the face of this table is the large proportion of school buildings that are bad, or, in other words, unfit for the purposes of a school. No less than 46 per cent. of these buildings could not pass official inspection. Hence there are 1958 children crowded into rooms that give accommodation for only 1803 children. Such a state of things generally indicates efficient teaching. But in this particular class of schools we found the teaching the reverse of efficient. There are only eight teachers out of thirty-five who hold certificates, or 23 per cent., whereas in the two former classes 67 and 41 per cent. of the teachers are certificated. So in comparing the teaching of the different classes of schools, it appears that in this last class it is indifferent and bad in 48 per cent. of the schools examined; whereas in the first subdivision there are no schools considered indifferent or bad, and only 19 per cent. in the second.

These facts explain what at first appeared very strange to us, namely, that schools managed by local boards of working men and heads of families were almost, without exception, in very bad repute among all the more intelligent of the population. It is no

Local
boards.

exaggeration to say that from the most southern part of Scotland to John o' Groats we were met with the same outcry, 'Save us from 'local boards.' Here and there we met with a Free Church clergyman who considered that the parents of the children should alone manage the school, and there was one who announced the doctrine that the whole male and female population that had come to the years of discretion in each parish should be summoned together for the election of each schoolmaster as a vacancy occurred; but we did not meet with a single teacher who had had experience of such management, either in his own case or among his acquaintances, who did not deprecate in the strongest terms any such system of management, and the Established clergy were all but unanimous in their disapproval. Among the working classes, however, there was not the same unanimity. Two or three with whom we conversed casually upon the subject thought (to use their own words) 'it would be a fine thing to have to manage the teacher; teachers were apt to give themselves airs, and it would be well to humble them.' That was the burden of their song. The teachers kept aloof from them, and did not associate on terms of equality. It would be pleasant therefore to humble them.

It is impossible that any one who has not personally gone into the country districts, and seen with his own eyes the influence of village politics in such matters as school managements, can form a true estimate of the great danger of intrusting the interests of education to the control of local boards of partially educated people. As has been already shown, 48 per cent. of the schools so managed that we examined were unsatisfactory. It is more than probable that throughout the whole of Scotland very much the same proportion of bad to good exists wherever the management is of a similar kind. It is not easy to state all the reasons why this should be. We shall, however, bring together those facts bearing on the subject which came under our notice.

Election of
teachers
by local
boards.

In the first place, it is said that the parents of the children at school have the greatest interest in the wellbeing of the school; and therefore are the best judges of what sort of man they would like for a teacher, and what sort of things he should teach. It is quite true that they *ought* to have the greatest interest in the wellbeing of the school; but it by no means follows that they have it. They desire to have a place to which they can send their children during the day, and the more intelligent can discriminate good teaching from bad where it is established, and undoubtedly show a preference for good over inferior schools. They like to believe that their children are 'coming on.' But 'coming on' does not always mean getting a thorough school training. It means getting rapidly over a good many books—being 'in a book' of a higher kind is more valued than knowing a lower one,—and writing a good hand in their copy-books, and being praised and complimented by the teacher when he comes to collect his fees. And even if it were perfectly established that the parents of the children have the deepest interest in the school, it by no means follows that they are the best

judges of who should teach, and what should be taught.¹ It requires a mind trained in a much more thorough way than generally falls to the lot of the ordinary working man, to be qualified to judge of the requisites that go to make up a good teacher. And as the common run of heads of families in country districts have not that training when they do come to, elect a teacher, they overlook the real requisites, and go off on some side line which takes their fancy, and are just as likely to appoint a bad man as a good man. As an instance of this we may here mention the circumstances of the election of the teacher to what was one of the most unsatisfactory schools visited. 'The master at this school is elected by the heads of families voting, and the following is the method of election: 'Two or more candidates are put on the leet for election. They each give a supper to the electing body, where there is a great deal of eating and a great deal of drinking. The heads of families elect after the suppers, sometimes according to the quantity and quality of the meat and drink provided, and according to the social qualities of the candidates.' The school is under the superintendence of the electing committee; but, as the teacher said, 'They neither know nor care anything about it.' He also said 'that he had no control over the children, and no authority. He had to obey the caprices of the parents, and to yield to them in all their views.' Consequently the children attend with no regularity, and the fees are very badly paid.

There is always danger in such electing bodies that the right man will not be chosen. If a candidate's social qualities do not insure him the appointment, his denominational views, if they be in accordance with the majority of the committee, are not unlikely to do so. Perhaps he is a poor man, who has been unfortunate in life, or in his family, and the *ad misericordiam* argument overpowers all arguments founded on efficient teaching; or he may have active friends, who will canvass for him, irrespective of his merits. The real worth of a teacher is not the point that is solely regarded by

¹ Among many specimens of the interest taken by parents in their children's education the following are selected. They are characteristic and authentic. The Free Church teacher at — told us that the father of two of the children at his school came to him and insisted that his daughter should not learn sewing. She had no time to give to industrial training. He wanted her to be able to read and know the Catechism. The same teacher changed the books for his third class, as he found that the children were beyond those then in use, and he told them to get a more difficult book, which, however, happened to be published at the same price as the other. One of the male heads of families came to him and said that that was nonsense. If he wanted to put the children into a more advanced book, the price of it must be higher than the less advanced book. Two books of the same price must be of same quality, and he was not going to submit to have his children taught in that manner. And on another occasion the mother of one of the girls refused to pay the teacher for writing and arithmetic, and said that if he insisted on teaching her children those subjects, she would complain to the minister; 'reading and the Catechism was all that was necessary for her daughter.' In another school a woman came to the minister, and complained bitterly that the master did not teach the Bible. The minister said, 'I was in the other day, and they were reading the Gospel of St. John.' To which she replied, 'O yes — The Gospels! But that is not the Bible

Management by
local
boards.

electing bodies of this kind. They know that they are not qualified to decide upon a teacher's merits, and they fly off on some course which they think they can understand.

But if the election of the teacher is thus on a precarious footing when intrusted to local boards of partially educated men, still more so is the management of the school. The board either takes no sort of interest in the school, and the members never enter it, or they take the other line, and in the exercise of a brief authority, are constantly interfering with the teacher, and constantly finding fault in matters upon which they are unqualified to form an opinion.¹ The interference of such managers was a constant theme upon which teachers of all kinds dilated. This was not confined to actual school interference, but outside, in the village community, teachers complained of the manner in which all sorts of little gossip about them were taken up and often acted on by these boards. Social or sectarian prejudices were continually rising up and splitting up the board, or splitting up the villagers who supported the boards into cabals, in favour of or against the teacher. Some little matter arises; and the committee act against the wishes of one faction, and the members of that faction refuse their subscription to the school. The teacher therefore must either sacrifice his salary, or he must keep on good terms with both sides. To do so, he must flatter the parents; he must accommodate his teaching to win popularity with them, and curry favour with them through their children. The children are very quick at noticing anything of the kind, and soon become unruly. Then if he punishes them the parents interfere, and if he does not, he loses all control of the children, and all independence, and the school is shipwrecked. Or, as it sometimes happens, if the committee is of a little higher class than the majority of the subscribers, there is often some unscrupulous politician in the village community, who takes pleasure in leading and ruling a faction opposed to the committee, so that the management is in a continual state of hot water either with the opposition or the teacher, and the school suffers. At — there was exactly a case in point. The committee there dismissed the mistress in the subscription school. She managed to excite the sympathies of a class of partisans; they got up a cabal against the committee, and the subscribers dismissed the committee, and retained the mistress, who shortly after married one of her sympathizers, and left the school

¹ In the subscription school in —, the committee of management consisted of working men, and they on more than one occasion threatened to ill-use the teacher when some of their children had been punished. In the fishing village of —, the schoolmistress of a subscription school found the children very unruly, and in order to bring them under discipline, she punished some of the elder children. They complained to their parents, who, it seems, are so clannish that if one is offended the whole clan take up the quarrel. For the sake of peace, therefore, the schoolmistress left.

'I myself have been subjected to great annoyance,' writes a teacher, who had had experience of these board-managed schools, 'from the interference of one illiterate member of a managing board—a tailor. Like my predecessors, I had to gain his good opinion by purchasing clothes from him.'

of her own accord. So at — school, since 1849 there has been no satisfactory management, owing to the impracticable temper of one man. The school was built in 1810, and was intrusted to the management of certain feuars, who were to elect a committee. In this committee was a Mr. —. This man, it seems, advanced a little money for the repairs of the building. In time the committee did not give satisfaction; a new one was appointed, which did not include Mr. —. He, however, refused to give up the management, on the ground that the school was in his debt to the amount of £10. The new committee, consisting of four farmers, asked him to produce his accounts. He refused to do so, and the committee threw up the management, and now there is no management at all. Mr. — keeps his hold upon the school, and makes what money he can by letting it out for balls and dancing-lessons in winter, but takes no charge of the educational department. The case is a very hard one for the teacher, whose whole income is dependent on his fees, amounting to some £22 per annum. He is a certificated teacher, but does not draw any Government grant, and does not get any benefit from any bequest, because the inspectors can only visit a school on the invitation of its managers, and he has no managers, and so has to suffer for the want of agreement among the committee.

Thus, then, neither the election nor the management by such boards is satisfactory. We have now to consider the question of dismissal.

Nothing is more fatal to efficient teaching than constant changing. It takes the best teacher some time to accommodate himself to the circumstances of his school, and if there is a new teacher every year in any school, that school must be inefficient, and the children who attend it must be badly taught. Yet it is not uncommon to hear of almost annual changes in board-managed schools. We heard many tales of the arbitrary and senseless way in which teachers were dismissed by such boards, to the ruin of all education. The tenure in all cases in subscription schools is temporary, and that system, though satisfactory enough in the two first classes of subscription schools, is far from satisfactory when the managing body is an illiterate one. Just as they are unable to judge of the requisite qualifications for education, so they are unable to weigh evidence with a view to dismissal, and having the power in their hands, they exercise it capriciously. In some of the parishes which we visited in the North, most of the Free Church schools were under the control of local boards, instead of, as usual in Free Church schools, under the management of the deacons' court. In the — Free Church school there were seven managers, five of whom were small farmers, one a farm-manager, and one a joiner. This board was first constituted to repair the roof of the school, and they have had the whole management. They have dismissed three teachers in three years. The first had been teacher for twenty-eight years; the school having been a subscription school before the Disruption, and the board, shortly after its formation, dismissed

Dismissal
of teachers
by local
boards.

him for want of education. The second man was only a short time there, when he was dismissed for some defect in his speech. The third was dismissed for want of education and laxity of discipline.¹ In an adjoining parish we were told, on authority that we considered undoubted, that there had been fifteen teachers in one of these board-managed schools in thirteen years; and in a third parish, there were thirteen masters in twenty-one years. From this it appears that the power of dismissal is as capriciously used as the power of election. And from these facts the ill-repute of such schools is intelligible.

Parochial
boards.

When on the subject of local boards, we may mention that we made incidental inquiries occasionally as to the working of the parochial boards in different country parishes, with a view to discover whether a board, on the model of the parochial board, would be likely to work well, if it were intrusted with the management of the schools. In every county where we made these inquiries, with one exception, we found that the ministers and intelligent laymen were very diffident of the success of such an arrangement. In the excepted county we were informed that the parochial boards are generally well attended, and that men of intelligence are for the most part appointed to them, and that there was no reason to suppose that a similar board, composed of nearly the same people, should not manage educational matters as well as parochial matters generally. But in other counties, particularly in the south, men were not so sanguine. In several parishes the ratepayers could not be persuaded to take any interest in parochial matters at all. In the parish of —, the minister writes thus: 'The general body of ratepayers are quite apathetic on the subject of electing members to the parochial board. For years it has been hardly possible to get a meeting together to elect them. When it was held, two or three ratepayers did the whole business; and last time, no ratepayers appeared at all to elect! So that the ratepayers have not been represented this year at all.' This negligence was not uncommon, and the inference is that in educational matters they would be equally lukewarm. But, on the other hand, we found that the boards were in a great state of activity whenever there was an appointment to be made, such as that of medical man, or sometimes even of inspector. In the latter case, sectarianism was often brought into play, and the majority of one denomination generally carried a candidate of that denomination; and in the former, we heard of at least one case something very like jobbery, —where the position of medical man was a lucrative one, and the appointment rested strictly with the parochial board. There were thirty candidates, one of whom sent round a law-agent to canvass, and by this means had managed to secure a majority pledged to him, before the other twenty-nine had had time to send in their

¹ The story goes in this parish, and we give it for what it is worth, that a friend of this last teacher offered to give £5 to any member of this board of management who would read a chapter in the Bible from beginning to end without an error, but his offer was not accepted.

testimonials. If such a method of procedure were introduced in the appointment of schoolmasters, where the position is much sought after, the results could not fail to be disastrous. At the same time, our informants on this subject were not adverse to local management, in the event of a system of national education being established. What they deprecated was the establishment of local boards of illiterate people. As they said, if you have local rates, you must have representation; only let the representation of the less educated of the ratepayers be as small as possible. Keep the heritors' board, with or without the Established minister, only in nine cases out of ten he is the most useful man on the board, and add to it a small proportion of ratepayers, so small that in no parish would there be any danger of the uneducated body swamping the educated, or so troublesome that the educated portion would be driven out of the board altogether. Something of this sort happened in — parish two years ago. Here, in the Established minister's own words, 'the people are ignorant, independent, and insolent to their betters. I tried at first to attend the meetings of the parochial board, but I had to give it up. I was so grossly insulted by some of the members that I found my influence in the parish would be lost if I submitted to it.'

These were not the opinions of Established ministers alone. Many teachers, both Free and Established, coincided in them; and not a few of the Free Church clergy were willing to accept of such a system, provided always that the Established minister was not *ex officio* a member of such a board, or if he were, that all ministers of all denominations should be in the same position.

§ 7. Attention has already been drawn to the fact that infant schools are not common in the country districts of Scotland, and that it is not customary to send children to school between three and five years of age. Out of 26,971 children in attendance at the different schools visited, there were 4177, or 15 per cent. under six years of age. The majority of these, however, were between five and six. Of these, 553 only were attending infant schools, properly so called, and the remainder were distributed throughout the different kinds of schools, but the greater number were at proprietary girls', and private adventure schools.

From this it appears that the system of infant-school teaching is hardly developed in the country districts. There were only eight schools of this sort in the whole of our selected parishes. These were in the counties of Aberdeen, Caithness, Edinburgh, Fife, Stirling, Berwick, and Roxburgh. In these eight schools there were 553 children in attendance, and of these, all, except 40 (19 boys and 21 girls), were under eight years of age.

The subjoined Table shows the general condition of these schools:—

INFANT SCHOOLS.

No.	BUILDINGS.				SCHOLARS.			MISTRESSES.		ASSISTANTS.			TEACHING.				Schools not Examined.
	Good.	Fair.	Indiffer-ent.	Bad.	Accom-modation for	On Roll.	In Attendance.	Certified.	Not Certified.	Assist-ants.	Pupil-Teachers.	Monitors.	Good.	Fair.	Indiffer-ent.	Bad.	
1	1	..	..	..	125	90	32	..	1	..	..	..	..	1	..	..	..
2	..	1	..	..	101	135	122	1	..	..	1	..	..	..	..	..	1
3	1	..	..	..	85	76	53	..	1	..	..	..	..	..	..	..	1
4	1	..	..	..	108	77	67	1	..	..	2	..	1	..	..	..	..
5	..	..	1	..	50	70	53	..	1	..	..	..	..	..	..	1	..
6	1	..	..	..	65	109	87	..	1	..	..	..	..	..	1	..	..
7	..	..	1	..	120	160	125	1	..	..	2	..	1	..	..	..	..
8	..	1	..	..	21	16	14	..	1	..	..	..	..	..	..	..	1
8	4	2	2	..	676	783	553	8	5	..	5	..	2	1	1	1	3

Stenhouse
Muir in-
fant school.

The system of teaching is very much the same in all infant schools. Not much in the way of learning is to be expected, but kind attention and good discipline do a great deal towards the education of young children. The Free Church infant-school mistress at Stenhouse Muir, in Larbert parish, appeared to combine the two qualities of kindness and discipline in an unusual degree. The school was a very interesting one to visit.

There were about 120 children, ages from four to eight, all present at the same time, sitting in rows running up gradually from the floor, the youngest on the lowest benches, and the oldest on the highest. A little reading, a little spelling, and a little Bible knowledge, got from stories about Adam and Eve, and Moses, and above all, from the history of Joseph, in which the children seemed to take the liveliest interest, was all that we looked for from them. But we found that two classes knew the multiplication-table well, much better than older children in other schools of higher pretensions. The children sung out the answers altogether, and then they gave them separately, one by one. It would have been more satisfactory to hear them give the answers one by one first, and then altogether, but in the case of such very young children, the system followed was perhaps all that could be expected. Before we left them, they went through their exercises and songs, describing the movements of a clock, and of their own limbs and bodies, in the usual way in infant schools. It is a very pretty sight to watch these children at their lessons, and their singing exercises. They, or at least the great majority of them, look alive and interested and happy while they are performing, and if there are three or four very little ones fast asleep on the benches nearest the fire, it is surely much better for them to go to sleep in a clean school-room, by a warm fire, where they are well cared for, than to lie about in the gutters in front of their houses, or to render it necessary to keep their elder sisters at home to look after them while they ought to be at school. This opinion, however, does not appear to be generally held in Scotland. Many of the ministers with whom we conversed upon the subject disapproved of the institution of infant schools. Some of them said that they always recommended parents not to send their children to these schools, or to any school, until they were six years of age or upwards. The reason of this

dislike, on part of many of the clergy, towards these schools is very difficult to discover. The only real objection to them is that mentioned by Mr. Middleton in his answers to the questions, namely, that the elder children are apt to stay too long in such schools, and to waste their time in infant-school education. But that can be remedied by a system of double departments, and, as he says, is already partly remedied,—a view which is corroborated by our returns, which show only 7 per cent. of children over eight years of age at infant schools. It is true that these schools that we came across were nearly all in connexion with the Free Church, and the Established clergy had very little experience of them. But wherever there was a well organized infant school, we generally had good accounts of the results of its teaching. In one or two instances, we were told that the difference in more advanced schools between the children who had been at infant schools and those who had not was very remarkable. Those from the infant schools went rapidly ahead of those who came to school at seven or eight years of age for the first time; and the reason of the thing is obvious—the one are disciplined and the others are not. Take two children of three years old respectively: send one to an infant school, and even let him sleep the whole day there; and let the other lie about the fire in his mother's house, or play about the gutters, till they are seven years of age respectively, and then send them both to the same advanced school. Though neither of them may have learned much, the infant-school trained one has at least learned discipline and regularity and cleanliness, and may have learned a great deal more, while the other's knowledge is, in all probability, confined to uncleanly habits. But if infant schools were nothing better than well-ventilated nurseries, they would be of use to poor parents in most country districts. A mother can go about her work without anxiety when she knows that her children are safe at the infant school, and, what is even of still greater importance, there is no call to keep the elder girls at home to look after the younger ones. They can go together to the same school—the infant to the infant department, and the growing girl to the girls' school. Parents repeatedly spoke to us on this subject. They said they did not care to send little children of four or five to the parish school when they were along with grown-up boys and girls, and under the charge of a man. There should be two departments in all country schools; one under a woman, trained and certificated by all means, and well paid, and she should teach the children of both sexes till they were seven or eight years of age, and then let the boys, at least, be sent to the advanced department. Such was the opinion held by many of the parents who spoke on the subject. Infants should not be under the charge of a man. He cannot put up with all their foibles and little miseries, and when they are sent to the ordinary parish school, as is almost universally the case in Scotland at six or seven years of age, they do very little good for a couple of years; whereas, if they were sent to an infant school, and kept under the charge of a woman till they were seven or eight, they would come to the advanced school trained in school ways, and ready to receive what instruction the teacher could give. The

tradition of the parochial system is against this, and teachers' fees would be smaller if no children were admitted till they were seven or eight years of age. But it seems natural that, in this aspect at least, which is not like the selection or dismissal of a teacher, the parents are the best judges of what is for their interest; and the fact that even in the country districts they expressed a desire for the establishment of such a system is worth consideration, because, if they consider infant schools of importance in the country, *a fortiori* they must be of importance in towns.

Endowed
schools.

§ 8. Under the head of Endowed Schools, we include only those that are supported exclusively by endowments left for the support of the special school, and (where the education is not gratuitous) by the fees paid by the children. There are throughout the country a great many small endowments or bequests which go to augment the school income derived from other sources, but as these do not exercise any particular influence upon the general character of the school which is fortunate enough to enjoy them, we have taken little notice of them. Sometimes they are given to the teacher without any equivalent on his side; sometimes they are specially allotted to the teaching of so many poor children, and left in the hands of the minister and kirk-session for that purpose; sometimes for the clothing and teaching of the children; sometimes for the payment of half the fees of a proportion of the children.

These endowments vary from £1 or £2 to £10 or £15, and are met with in most counties, but as the character of the schools is not affected by them, it is unnecessary to do more than allude to their existence. There are, again, in Ayrshire, Kirkcudbright, and Lanark, in our selected counties, the Ferguson Bequest, in Aberdeen, the Milne Bequest, and in that county and in Banff and Moray, the Dick Bequest, which, especially the latter, do materially affect the character of the schools. We have already mentioned the Milne, and shall have something to say about the other two further on in the Report. At present we have only fourteen schools to mention. These were in the counties of Aberdeen, Dumfries, Berwick, Kirkcudbright, Nairn, Perth, and Stirling.

ENDOWED SCHOOLS.

No.	BUILDINGS.				SCHOLARS.			MAS- TERS.		PAID MIS- TRESSES		ASSISTANTS.			TEACHING.				Schools not Examined.
	Good.	Fair.	Indiffer- ent.	Bad.	Accom- moda- tion for	On Roll.	In Attend- ance.	Certif- icated.	Not Cer- tified.	Certif- icated.	Not Cer- tified.	Assist- ants.	Pupil- Teachers.	Moni- tors.	Good.	Fair.	Indiffer- ent.	Bad.	
1	1	..	..	..	70	30	21	..	1	..	..	..	..	..	..	..	..	1	..
2	..	1	..	..	28	28	46	..	..	..	1	..	..	..	..	..	..	..	..
3	..	..	1	..	32	72	38	..	1	..	..	..	..	..	..	..	..	..	1
4	..	..	1	..	66	53	53	..	1	..	..	..	..	..	..	..	..	1	..
5	..	1	..	..	40	47	42	..	..	..	1	..	..	..	..	..	..	..	1
6	..	1	..	..	60	41	41	1	..	..	..	..	..	..	..	..	..	..	1
7	1	..	1	..	4	26	17	..	1	..	..	..	..	..	..	..	..	..	1
8	1	..	..	..	5	77	61	1	..	..	1	..	..	..	1	..	..	..	..
9	1	..	..	..	67	10	9	..	..	..	1	1	..	..	..	..	..	..	1
10	1	..	..	..	28	18	12	..	1	..	..	..	..	..	..	1	..	..	..
11	1	..	..	..	39	29	29	..	1	..	..	..	..	..	..	1	..	..	1
12	1	..	..	..	202	160	108	1	..	..	..	1	1	..	..	1	..	..	..
13	1	..	..	..	120	67	53	1	1	..	..	..	1	..	..	1	1	..	..
14	1	..	..	..	82	70	51	..	..	..	..	..	1	..	..	1	..	..	..
14	3	3	3	..	924	750	565	4	7	..	4	2	2	..	1	4	1	2	6

These schools are supported as follows :—

12	have endowments to the annual amount of . . .	£414	6	7
3	receive money from the Hutton Bequest, . . .	73	10	0
4	„ Parliamentary grants, . . .	103	3	4
11	„ School fees, . . .	206	16	11
4	„ Voluntary subscriptions, . . .	35	0	0

Total amount of money received by the teachers of these
 14 schools as income, ... £832 16 10
 Or an average of nearly £60 per school.

Three of these schools are free, and the children are taught gratuitously at them. These three schools were all examined, and none of them were satisfactory. In two the children appeared to learn little or nothing. Four only of the endowed schools were under Government inspection. These schools drew from their endowments £110, 16s. 7d. in all, and from the Privy Council, £103, 3s. 4d. The three that were examined were satisfactory.

The funds from which the endowments are paid are generally vested in the minister and kirk-session of the parish, or in two or more ministers and others in neighbouring parishes, and with them, as trustees, the appointment generally rests. Their appointments are not always successful. In one school the truster vested the money from which the endowment was to be paid in the ministers and kirk-session of the Established Church of the parish, but the first election was so bad, that he altered his will before his death, and provided expressly that the minister and kirk-session should have no control over the school, but the appointment of the teacher and the management of the school should be in the hands of all the householders in the village. This was before the Disruption. Practically the management now devolves upon two United Presbyterian and one Free Church minister, who appear to work harmoniously. The present teacher is certificated, and the school was satisfactory. When the electing body appoint a certificated teacher, and when the school is inspected by Government, these endowed schools are not less efficient than the average parochial or Free Church schools, but when the school is not inspected, the endowments are liable to great abuse. The tenure is generally *ad vitam aut culpam*, sometimes *ad vitam* only, so that the teacher knows that once he is appointed he may do exactly as much or as little as he pleases. He has got a sinecure, out of which he cannot be removed. The trustees can do no harm to him. The Presbytery are powerless. If the school is free he is independent of fees, and does not care whether he has pupils or not; the fewer the better for him. He may be unpopular in the parish, and looked upon by all his neighbours as worthless, unconscientious, and hardly honest, but he does not care for the small parochial opinion. Public opinion cannot penetrate into the remote districts, and if he be a plausible man, he may secure the good-will of one or two of the leading heritors, and feel himself independent of the dislike or disapproval of the working people whose children he ought to educate. Some of the local endowments in the country are abused in this way, and there seems to be no remedy for such cases. If inspection could be

made imperative in these schools, even if the salary was not affected by it, something could be done. No teacher, however demoralized he might be by idleness, would like to see his school disgraced before the official inspection. And this is one reason against the system of refusing Privy Council grants to endowed schools. The annual visit of the inspector would be a good check upon the open abuse of endowments.

Instance of the abuse of local endowments. • The most flagrant case of this sort which came under our notice was in the parish of ——. In this parish there is a large endowed school. From the endowment the master draws a salary of £20, and has an excellent house, and ten imperial acres of the best land in that part of the parish. In addition to this, one of the heritors gives a voluntary subscription of £20. The school-building is large enough to accommodate 70 children, and some years ago it is said that there were upwards of 100. The present master is an M.A. of Aberdeen University, a licentiate, and preaches regularly in the chapel of ease in this part of the parish, for which he gets a large augmentation to his schoolmaster's emoluments.

We arrived at this school about 11.45, and found ten children in the school, eight of them between six and nine years of age, the other two, twelve. The younger ones were sitting together, reading over and over again some verses in the New Testament. The two boys apart were professedly working at arithmetic. These ten children were superintended by a young woman, a niece of the schoolmaster, and a large retriever dog, which seemed to be occupying more of the children's time than their lessons. The schoolmaster had not yet appeared. We sent for him to inquire about the school. He told us that the school had very much fallen off owing to a new school that had been set up in opposition by the Free Church party to feed their congregation. Some of the farmers were on bad terms with him, and had started this school in the Free Church in opposition. His numbers had consequently greatly diminished, though in his school the children paid no fees, whereas in the Free Church school they paid from 3s. to 4s. per quarter. His school was under no superintendence; 'by the terms of the bequest the entire management devolved upon the schoolmaster, and he was responsible to nobody.' We examined the two boys. They read fairly, and did not spell badly, but were very backward in arithmetic. One boy did simple addition, compound addition, and compound multiplication, after a great deal of prompting and putting right, the other had no idea of compound multiplication.

From this school we went to the opposition school. It was a subscription school, held in the Free Church for want of another building. The subscribers were the farmers and millers and labourers in the district, who found that their children were learning nothing at the endowed school, and in consequence they had been compelled to subscribe and start a school. 'The children were always daundering about,' one of the subscribers said, 'till eleven or twelve o'clock in the day before going into school, and were always out of it again before two. They could not learn anything at that rate. The schoolmaster just left the whole man-

'agement to his wife, and' took up his time with his farm and his preaching. We found that it was just clean waste of time sending the children to a school where they learned nothing, so, although we are not rich hereabouts, we had to do something, and we have set up a school for ourselves. We did not care whether the master was Free Church or Established Church, so long as he was a pretty good teacher, and could bring the children on.' The master says that he belongs to the Established Church; but he was a pupil-teacher in a Free Church school, and was nominated by the Free Church minister of an adjoining parish. However, the Established Church minister supports the school, and furnished the maps and school apparatus.

There were thirty-six children in attendance, from five to seventeen years of age. They were very disorderly, worse almost than any that we have seen. The instant the teacher took his eye off them to talk to us, they were riotous and noisy to the last degree. Most of them had been for some time either at the endowed school, or at a female school in the neighbourhood, kept by a connexion of the master of the endowed school, and said to have been established in opposition to the Free Church school. We first examined the five biggest boys, supposing them to be the farthest advanced. Their ages were eleven, twelve, twelve, fifteen, and seventeen; four of them had been some years at the endowed school, and only a few weeks at this school. To be more accurate, the boy of eleven years old had been seven months at this school, and one year at the endowed. The boy of seventeen had been three weeks here, and nearly two years at the endowed school. One of the boys of twelve had been one year at this school, one year at the endowed, and three years at the female school. The other boy of twelve attended school in another parish. The boy of fifteen had been one month at this school, and two years at the endowed.

These boys attempted to read their usual lesson-book—one of Nelson's Series—about Sir William Wallace. It is impossible to give any idea of this reading. Any word of two syllables was beyond their powers—even the word 'heart' they could not pronounce. They made rushes at two or three of the little words at the beginning of a sentence, then were pulled up short by a little bigger word, slurred it over without attempting to make it out, rattled away again through half-a-dozen more smaller ones, without an attempt to understand the meaning of what they were doing. It was a most slovenly and unsatisfactory performance. They then tried to write out the answer to the question in the Shorter Catechism, 'What is baptism?' They could do nothing from memory, so the master dictated the words, and the result was deplorable. In all five exercises there were hardly ten words of any size correctly spelled. They merely wrote from sound, apparently knowing the letters, but having no idea of construction.

This is a specimen of the manner in which the question was written—

'Raptisom is a sacrifice whern washing water in nim Father an

'loly rgust dust sign or in sceal or rgrafting ino crist ad our
'ingament to b lords.'¹

After accomplishing this piece of dictation, they were told to write the word 'arithmetic,' and take down a sum in simple addition, and one in simple subtraction. This was the result—

Aramithic.	Arathmat.	Armithic.	Armithical.
5480	548	5480	5480
1467	1467	1467	1467
726	720	720	720
5	5	511	5
141	101	29	141
29	29	201	29
201	2001		20 1
25227	35507	240257	4781

The sum which was read out to them was—

$$5408 + 1467 + 720 + 5 + 1001 + 29 + 20001 = 28631$$

The subtraction was less accurate than the addition.

The reading and spelling of those immediately younger were very indifferent, but the reading of the very young ones, who had been in no school but this, was fair.

Most of the children in this school had spent their early years at the endowed school. No one, therefore, can wonder that the parents were dissatisfied with the teaching in it. But the difficulty was the money. The people had been accustomed to consider that they ought to have their children educated gratis, and they could ill afford to pay at the rate of 3s. a quarter for an elementary education. Of course the heritors are not called upon to help them; as they support the parish school, and contribute to a 'Christian Knowledge Society school in the parish, and they say, very justly, You have the endowed school. But the teacher is there for life. He has been nine years, is still a young man, and there is no reason why he should not remain for thirty or forty years to come. He knows that he is independent, and cannot be touched. He knows that the Presbytery will not report against him; local feeling is too strong for that. And he also knows that the Presbytery may do their worst without doing him much harm. This is apparently the case at the endowed school in a parish in the same county, where the teacher leaves the whole management of the school to his wife, and when she is unwell he takes the children himself, supplies them with copies of *The Leisure Hour*, and makes them read stories to him. When this school was visited there were some fifteen girls round the teacher, with no books of any kind except *The Leisure Hour*. No wonder that a heritor in one of these parishes said, 'these endowed schools are a curse to the country.'

Proprietary
schools.

§ 9. Proprietary schools both for boys and girls are very common

¹ The words of the Catechism are—'Baptism is a sacrament, wherein the washing with water, in the name of the Father and of the Son and of the Holy Ghost, doth signify and seal our engrafting into Christ, and partaking of the benefits of the covenant of grace, and our engagement to be the Lord's.'

in the country. We found them in all seventeen counties, except three, viz., Berwick, Roxburgh, and Fife. In the general constitution of these schools there is not much to observe. The majority are girls' schools, established by benevolent ladies for the purpose of educating the daughters and younger boys of the working people connected with the properties of these ladies. In some instances, these schools are required, and are greatly prized by the people, more particularly in parishes where there is no industrial training taught in the parochial or Free Church schools, and where the teacher in the proprietary school is under Government inspection. Such a school as Lady Huntly's at Aboyne,—where in addition to the ordinary branches efficiently taught by a certificated teacher the scholars learn household work of various kinds and needlework,—cannot fail to be of great use in any district. Indeed, the whole of the parishes of Braemar, Aboyne, and Glenmuick are admirably provided with girls' schools. This is due to the example set by the Queen in the neighbourhood of Balmoral, and followed by the chief heritors of the district. Where then these schools are efficiently superintended, and where the teachers are selected carefully, and with a view to the well-being of the scholars, these proprietary schools are valuable as supplementing the various schools supported on a more general foundation. But it is impossible to disguise the fact that they occasionally do more harm than good. It not unfrequently happens that women who are quite unfit for the position and duties of a teacher, are placed in these schools. Superannuated ladies'-maids and housekeepers, and other dependents, are set down in insufficient buildings, and are then held qualified to give instruction, not in needlework only, but in reading, writing, spelling, and arithmetic, when in reality they themselves know very little of needlework, and less of the other branches. And even then, matters are not left to adjust themselves, and parents are not allowed to send their children where they like, but these ladies who have established a position for their old servants, exercise what influence they can with their own people to persuade them to send the girls at least to the new school. They do this conscientiously, and with the best possible intentions. They think, and justly, that the girls should be kept separate from the boys, but they do not consider that it is necessary that the teaching should be as good for the one sex as the other. The effect is often most unsatisfactory, so far as education goes. The girls are sent to these private schools, and learn less than nothing. Their writing is bad, their reading slovenly, their spelling very indifferent, and they do not learn the simplest elements of arithmetic.

TABLES OF PROPRIETARY SCHOOLS.

Male.

No.	BUILDINGS.				SCHOLARS.			MAS- TERS.		PAID MIS- TRESSES.		ASSISTANTS.			TEACHING.				Schools not Examined.	
	Good.	Fair.	Indiffer- ent.	Bad.	Accom- modation for	On Roll.	In attend- ance.	Certifi- cated.	Not Cer- tified.	Certifi- cated.	Not Cer- tified.	Assis- tants.	Pupil- Teachers.	Monitors.	Good.	Fair.	Indiffer- ent.	Bad.		
1	1	..	..	..	80	11	6	1	..	..	..	..	..	..	..	1	..	..	..	1
2	1	..	..	..	90	50	47	..	1	..	..	..	..	..	..	..	..	..	..	..
3	..	1	..	..	32	49	48	1	..	..	..	..	..	..	..	..	..	..	..	1
4	1	..	..	..	100	60	46	1	..	..	1	..	1	..	1	..	..	..	..	..
5	1	..	..	..	34	18	18	..	1	..	..	..	..	..	..	..	1	..	..	..
6	1	..	..	..	71	48	36	..	1	..	..	..	..	..	..	1	..	..	..	..
7	..	1	..	..	73	87	76	..	1	..	1	..	..	..	..	..	1	..	..	..
8	1	..	..	..	55	50	36	1	..	..	..	..	..	..	..	1	..	..	..	..
9	1	..	..	..	56	52	49	..	1	..	..	..	..	..	..	..	..	..	..	1
10	..	1	..	..	40	64	35	..	1	..	..	..	..	..	..	..	..	..	..	1
11	1	..	..	..	75	94	84	1	..	..	1	..	..	..	..	1	..	..	..	..
12	1	..	..	..	60	80	39	1	..	..	1	..	2	..	..	..	1	..	..	..
12	9	8	..	..	716	603	465	5	7	..	4	..	3	..	1	4	3	..	..	4

Female.

No.	BUILDINGS.				SCHOLARS.			Mis- TRESSES.		ASSISTANTS.			TEACHING.				Schools not Examined.
	Good.	Fair.	Indiffer- ent.	Bad.	Accom- modation for	On Roll.	In attend- ance.	Certifi- cated.	Not Cer- tified.	Assis- tants.	Pupil- Teachers.	Monitors.	Good.	Fair.	Indiffer- ent.	Bad.	
1	..	1	..	..	47	59	52	1	..	..	1	..	1	..	..	..	..
2	1	..	..	..	56	46	40	1	..	..	1	..	..	1	..	..	..
3	1	..	..	..	38	26	15	1	..	..	1	..	1	..	..	..	..
4	..	..	1	..	21	30	21	..	1	..	..	..	..	1	..	..	..
5	1	..	..	..	51	22	16	..	1	..	..	..	..	1	..	..	..
6	1	..	..	..	52	77	72	1	1	..	1	..	1	..	..	..	..
7	..	1	..	..	32	30	24	..	1	..	..	..	..	..	..	..	1
8	1	..	..	..	102	60	45	1	..	1	1	..	..	..	..	1	1
9	..	..	..	1	32	40	25	..	1	..	..	..	..	..	..	..	..
10	1	..	..	..	51	36	31	..	1	..	..	..	..	..	..	..	1
11	..	1	..	..	41	24	14	..	1	..	..	..	..	1	..	..	..
12	1	..	..	..	55	37	37	..	1	..	..	..	..	..	..	..	1
13	..	..	..	1	31	40	34	1	..	..	..	..	..	1	..	..	..
14	..	..	..	1	34	39	35	..	1	..	..	..	..	..	1	..	..
15	..	1	..	..	80	67	58	..	1	..	..	..	1	..	..	..	..
16	..	1	..	..	48	50	50	..	1	..	..	..	..	..	1	..	..
17	..	..	..	1	34	36	23	..	1	..	..	..	..	..	..	1	..
18	1	..	..	..	100	102	86	1	..	..	1	..	1	..	..	..	..
19	1	..	..	..	81	80	26	1	1	..	..	..	1	..	..	1	..
20	..	..	..	1	18	5	3	..	1	..	..	..	..	..	..	1	..
21	1	..	..	..	45	28	23	..	1	..	..	..	..	..	..	..	1
22	1	..	..	..	64	79	60	1	..	..	..	..	..	1	..	..	..
23	1	..	..	..	31	64	56	1	1	..	..	..	..	..	..	..	1
24	..	..	1	..	21	34	34	..	1	1	..	..	..	1	..	..	..
25	1	..	..	..	70	60	52	1	1	..	..	..	..	..	..	..	1
26	1	..	..	..	126	80	80	1	1	..	1	..	..	..	..	..	1
27	1	..	..	..	50	45	33	..	1	1	..	..	..	..	..	..	1
28	1	..	..	..	37	43	34	..	1	..	..	..	..	..	..	..	1
29	..	..	1	..	25	13	9	..	1	..	..	..	..	..	..	..	1
30	1	..	..	..	40	50	42	1	..	..	..	..	1	..	..	..	..
31	..	1	..	..	64	100	78	1	1	..	..	..	..	..	..	..	1
32	..	..	1	..	60	57	57	..	1	..	..	..	..	..	..	1	..
33	..	..	1	..	30	28	22	..	1	..	..	..	..	..	..	1	..
34	..	1	..	..	19	46	26	..	1	..	..	..	..	..	..	..	1
34	17	7	5	5	1676	1583	1316	14	21	1	6	..	7	7	2	5	13

These tables show that the average of proprietary schools are not so efficient as the average of parochial or Free Church, and they also show that the proprietary girls' schools are less satisfactory than the boys'. This is accounted for by the reasons given above. The condition of several of the latter may be gathered from the following notes of visits to two proprietary girls' schools:—

1. 'The building of this school is very bad. An old dwelling-house, with part of a partition broken down to allow the mistress to go backwards and forwards between the two ends of the house, in both of which classes are going on under her sole charge at the same time. The average attendance is thirty-seven in winter, and about twenty-six in summer. Out of a class of six girls, ages ten and eleven, only one could read at all well, and she had come from another school; the spelling of all was indifferent, and the discipline as bad as possible. The mistress has no command over the children; they will not obey her, or do anything she tells them except, apparently, as a favour.'

2. 'The schoolroom in this building is large enough, but low in the roof, and dark. There was an average attendance of forty, and in a class of nine, ages nine to thirteen, not one could write the sentence, "I am grateful for all the benefits which I receive," without mistakes in spelling; only two wrote the ninth commandment correctly, and not one could do an easy sum in compound addition. The grammar and geography were both indifferent. The reading was good, but without any intelligence.'

§ 10. Private adventure schools of one kind or another we found in all the counties visited, except in Sutherland and Nairn. The great majority of these were under female teachers. Where the teachers were men, we generally discovered either that they had been parochial teachers at some time, dismissed or superannuated, or that they laboured under some physical infirmity, lame of a leg or of an arm, or, as in one case, lame of both legs, or paralysed, or hopelessly crippled; and in the few instances where they were physically competent to teach, they generally had other pursuits to follow during summer, when the attendance was small. One man had been and was a weaver, another was engaged in herring-fishing in summer and taught in winter, a third combined the duties of colliery clerk and militia staff-sergeant with those of a teacher, a fourth was a labourer, and a fifth had been an overseer.

The general condition of those schools is as follows:—

Private
adventure
schools.

PRIVATE ADVENTURE SCHOOLS.

No.	BUILDINGS.				SCHOLARS.			MAS-TERS.		MIS-TRESSES.		Assistants.	TEACHING.				Schools not Examined
	Good.	Fair.	Indiffer-ent.	Bad.	Accom-moda-tion for	On Roll.	In atten-dance.	Certifi-cated.	Not Cer-tified.	Certifi-cated.	Not Cer-tified.		Good.	Fair.	Indiffer-ent.	Bad.	
1	..	..	..	1	16	8	8	..	..	..	1	..	..	..	..	1	..
2	..	1	..	..	40	15	13	..	..	..	1	..	..	..	..	1	..
3	1	..	..	..	42	22	18	..	1	..	..	..	..	..	..	1	1
4	..	..	..	1	12	5	5	..	..	..	1	..	..	..	..	1	..
5	..	..	..	1	15	12	10	..	..	..	1	..	..	..	..	1	..
6	..	..	..	1	28	68	49	..	..	..	1	..	..	..	..	1	..
7	..	..	1	..	24	20	19	..	..	..	1	..	..	..	..	1	1
8	..	1	..	..	20	62	38	..	..	..	1	..	..	..	..	1	1
9	..	1	..	..	24	27	12	..	..	..	1	..	..	..	..	1	1
10	..	..	..	1	12	8	7	..	..	..	1	..	..	..	..	1	..
11	..	..	..	1	18	13	11	..	..	..	1	..	..	..	..	1	..
12	..	..	..	1	18	27	27	..	..	..	1	..	..	..	..	1	1
13	..	..	..	1	38	35	29	..	..	..	1	..	..	..	..	1	..
14	..	..	..	1	32	22	17	..	1	..	..	..	..	1	..	..	..
15	..	..	..	1	32	44	42	..	..	..	1	..	..	..	..	1	..
16	..	1	..	..	75	124	102	..	1	..	..	..	..	..	..	1	..
17	..	..	..	1	60	105	87	..	..	..	1	..	..	..	1	1	..
18	1	..	..	..	100	64	33	..	..	1	1	..	..	..	..	1	..
19	..	1	..	..	44	32	32	..	1	..	..	..	1	..	..	..	1
20	..	..	..	1	24	15	12	..	..	..	1	..	..	..	..	..	1
21	..	..	..	1	45	34	26	..	1	..	..	..	..	..	1	..	..
22	..	1	..	..	30	19	19	..	..	..	1	..	..	..	..	1	1
23	..	1	..	..	24	6	6	..	..	..	1	..	..	..	..	..	1
24	..	..	..	1	16	126	33	..	..	..	1	..	..	..	1	..	1
25	..	..	..	1	28	25	21	..	1	..	..	..	..	..	..	..	1
26	..	..	..	1	23	44	35	..	..	..	1	..	..	..	..	..	1
27	1	..	..	..	23	22	20	..	..	..	1	..	..	..	..	1	..
28	..	..	..	1	12	30	30	..	1	..	..	..	..	1	..	..	1
29	..	..	..	1	18	61	45	..	..	..	1	..	..	..	..	..	1
30	..	..	1	..	25	26	26	..	..	..	1	..	..	1	..	..	..
31	..	..	1	..	21	24	22	..	..	..	1	..	..	..	..	..	1
32	1	..	..	..	45	39	30	..	..	..	1	..	..	..	1	..	1
33	..	1	..	..	24	8	8	..	..	..	1	..	..	1	..	..	..
34	..	1	..	..	20	17	16	..	..	..	1	..	..	1	..	..	..
35	..	1	..	..	18	15	14	..	..	..	1	..	..	1	..	..	..
36	..	..	..	1	28	20	17	..	..	..	1	..	..	..	..	1	..
37	..	..	..	1	18	52	35	..	1	..	..	..	..	..	..	1	..
38	..	..	..	1	13	28	28	..	..	..	1	..	..	..	1	..	..
39	1	..	..	..	67	80	76	..	..	..	1	2	1	..	..	..	..
40	..	..	1	..	81	122	114	..	1	..	..	1	1	..	..	..	..
41	..	..	..	1	30	83	75	..	..	..	1	..	..	..	..	..	1
42	..	..	..	1	16	17	17	..	..	..	2	..	..	1	..	..	..
43	..	..	1	..	28	35	16	..	..	..	1	..	..	..	..	..	1
44	..	..	..	1	30	49	31	..	1	..	..	..	..	..	..	..	..
45	..	1	..	..	35	82	74	..	..	..	1	1	1	..	..	..	..
46	..	..	..	1	18	26	24	..	..	..	1	..	..	..	..	..	1
47	..	..	..	1	12	15	15	..	..	..	1	..	..	..	..	..	1
48	..	..	..	1	60	50	45	..	1	..	1	..	..	..	1	..	..
49	..	1	..	..	44	43	37	..	1	..	..	..	..	1	..	..	..
50	..	..	..	1	42	73	61	..	..	..	1	..	..	1	..	..	..
50	5	12	5	23	1558	1959	1590	..	13	1	38	4	3	10	6	15	16

From this it appears that only three of these schools are in a satisfactory condition as far as the teaching goes, and in reality, only one of them can be considered thoroughly satisfactory, as the buildings of the other two are very much too small for the numbers in attendance. One is not a schoolroom, but merely part of one of the rooms in the school mistress's house, converted during the day into a sort of class-room, with forms, but without desks; the other has accommodation for 81, and 122 on the roll. One private adventure school we considered to be thoroughly good and useful, Miss Wilson's, in the village of Gatehouse, in Girthon parish. This school was held in the Masonic Hall in the village, and was roomy and well ventilated and lighted; the rent was paid by the Presbytery, in consideration of the usefulness of the school, but in

Miss Wil-
son's pri-
vate adven-
ture school
at Gate-
house.

other respects it was to all intents and purposes a private adventure school. The mistress had been a teacher for thirty years, and was assisted by her niece and her sister. It was superintended in a manner by the Established Presbytery, in respect of their subscription towards the rent, and it was occasionally visited by the Free Church inspector. The fees were high, 2s. 6d. per quarter for reading and sewing, and 4s., 5s. 6d.; and 6s. for other branches, but the attendance was not affected by this. There were 80 on the roll; ages from three to fourteen; an average attendance of 76, and 76 were present the day of our visit. The reading, grammar, geography, and Bible knowledge of the highest class were all unusually good; the dictation was above the average in most schools. Nine girls, ages from twelve to fourteen, wrote two sentences, one of considerable length, and the other the usual sentence, 'I am,' etc. The writing was good, and there were only two failures in spelling. The arithmetic, however, was not so good; only three were correct in simple addition, the numbers being taken down from dictation; only three were correct in a sum in practice; all were correct in compound addition. The younger classes were also well taught, though they showed deficiency in arithmetic. The discipline and conduct of this school were as good as that in most good schools. In contrast to this solitary instance of good teaching and general efficiency, in those schools, very many of an opposite complexion can be given. The following are selected, as they give a very much truer idea of the ordinary adventure school for the lower classes than that given by Miss Wilson's school:—

(1.) The building of the — private adventure school is very bad. It is very low in the roof, stone floor, abominable want of ventilation, which made the atmosphere so bad that it was necessary to keep the door open during the whole of our visit. The mistress has been sixteen years teaching in this place; she is a one-armed woman, and seems incapable of conducting any school, but is entirely dependent on the fees, and the people seem to send their children out of a feeling of charity. There were 44 on the roll; ages from six to fourteen; and 29 present at the time of our visit. The whole of the highest class, the teacher said, were absent, but 13, ages from seven to ten, were presented, and tried to read a simple chapter in the Bible. They read very badly, with a sing-song intonation, which they acquired from the mistress; they spelled fairly, but could do very little more. As this was going on, two older children dropped in, who belonged to the absent first class; one of them was thirteen years of age. Their reading was but little better; spelling, fair; but they were unable to handle the simplest stuns in arithmetic. Children could not but suffer, both in mind and body, in such a school.

Specimens of the ordinary adventure school for the lower classes.

(2.) In one of the northern counties, we stumbled upon a hovel, that seems to have been an old byre, where a private adventure school was in full operation. There is accommodation in this place for sixteen children, at eight square feet to each child, and in winter there is said to be an average attendance of nearly 100, with 126 on the roll. The door was about five feet in height; the furniture consisted of two kitchen-tables, and an array of old deal boards set round the walls for seats. The mistress was a young woman, neither trained nor educated for a teacher, and, judging by her manner with the children, not specially adapted for the education of youth.

(3.) In the south again, there are three private adventure schools in one small country village, where, within a mile of each other, and of the private schools, there were a good parish school, a good Free Church school, and a good subscription school.

Mrs. — was, on the whole, the worst of the three in point of discipline, but there were only 20 on the roll, and an average attendance of some 18. They

were chiefly Roman Catholics,—Mrs. ——— herself being of that persuasion. These 18 children, from four and five years of age to fourteen, met in Mrs. ———'s bedroom, and a very small, low-roofed, ill-ventilated, unpleasant bedroom it was. There were no benches or desks, only one round table in the centre of the room, round which the children sat or stood without classification or order or discipline of any kind. Their reading and writing were both indifferent, and their spelling very indifferent. While they were reading it was impossible to keep any order. One girl would begin, then another would say, 'It's no you, Jessie; it's Mary.' 'Now, Jessie, it's my turn,' and so on. Mrs. ——— did not seem to care about their conduct, but it was obvious that no child could learn anything at such a school. If any of these 18 children had been previously at another school, they would soon forget all they had learned. If they trusted to Mrs. ———, they would learn nothing, and if they went to another school from hers, they would have to begin at the rudiments before they could pass in Standard I. of the New Code.

Mr. ———'s school was not much better, so far as learning goes, and even worse, so far as the health of the children was concerned. We were told that we should find a wooden house at the top of such and such a street, where some children were at school. We found a small black wooden hut, like a large dog-kennel. On opening the door there appeared a youngish man, with only one arm—the other was apparently paralysed,—and one leg crippled, standing in the middle of a crowd of children, in a room 14 feet by 10 feet, and 5½ feet in height, with a coach roof. He had a very formidable pair of tawse in his hands, which, to judge by the flood of perspiration in which he was bathed, and the tearful faces of two of the children, had been recently used to some purpose. The room was oppressively hot and close; in summer it must be stifling. There were no desks or benches or maps at all suitable for a school. The only means of admitting fresh air was by sliding back some panels in the wall, which were very difficult to open, and appeared to be opened for the first time on our visit. In this den, hardly a suitable place for one valuable dog, there were 43 children present, and 52 on the roll, from four and six years of age to thirteen. They were all huddled together in any part of the room in which they could find space, and seemed all overcome by the heat and abominable air. Two children were presented, of the ages of nine and eleven, who, the master said, were the two best in the school. Their reading was not good, their spelling unusually bad, they knew no arithmetic—not even the multiplication-table. Five children in the third class were then brought up whose ages were four to seven years, and one of them ten years old. They could not read, and spelled very badly.

The children come to this school chiefly from the two other adventure schools. They pay 2½d. and 3d. per week. The parents send them out of compassion to the master, who has no other means of living. He would be very much better in the poorhouse, because he is doing a great deal of harm in the parish.

The third adventure school is Mrs. ———'s. This is held in a room that is half a bedroom and half a kitchen. The bed was not made. In the middle of the room was a large dish, into which the mistress seemed to be peeling potatoes; a pot of broth was on the fire, sending out a heavy noxious smell; there were hams and dried fish hanging from the roof, almost to the children's heads. The floor was of stone, and there were no benches or maps or forms, or any school apparatus. The room was small; there were 26 children, ages four to thirteen, present; and the atmosphere was very bad. There was more attempt at discipline here than in Mrs. ———'s school (the first school), and one or two of the children, particularly the younger ones, could both read and spell a little—better than at the second school.

Dictation was not given in any of these adventure schools. They had no desks to write at, and, judging by their spelling and arithmetic, it is impossible they could have made much of it.

These three adventure schools have 100 children on their rolls, and about 70 of an average attendance. They are from four and five to thirteen years of age, and they pay about the same fees as the parish and Free Church schools charge; and it is not too much to say that not one of these 70 or 100 children learn anything that can ever be of any service to them in after life; whereas in the other schools in this village, within a few hundred yards of these adventure schools, they might get a very good education.

It is difficult to understand the reason why any parents will be so inconsiderate of their children's welfare as to send them to such schools. The fees are practically the same. In the parish last mentioned, at the parochial school, they are 2d., 2½d., and 3d. a week; at the Free Church school, 2d. and 3d.; at the female school, 2½d. and 3½d.; and at the adventure, 2d., 2½d., and 3d. The parents gain nothing in that respect. The stamp of children is much about the same, or at least is not so different as to introduce the element of caste, and there is no other reason to suggest, as the schools are all close to each other, except compassion and want of knowledge or interest in the use of education at all. And the compassion that urges parents to send their own children to such schools would (if the election were in their hands) still more induce them to appoint as teachers for other people's children, some object of compassion, rather than an efficient, able-bodied man. This is the lesson that these private adventure schools teach.

Lesson to be learned from private adventure schools.

§ 11. Under the head of Miscellaneous schools, those schools, seven in number, which do not come under any of the former heads, are included.

Miscellaneous schools.

MISCELLANEOUS SCHOOLS,
Or Schools not in other Lists.

No.	BUILDINGS.				SCHOLARS.			MASTERS.		PAID MIS- TRESSES.		ASSISTANTS.				TEACHING.				Schools not examined.
	Good.	Fair.	Indiffer- ent.	Bad.	Accom- modation for	On Roll.	In attend- ance.	Certifi- cated.	Not Cer- tified.	Certifi- cated.	Not Cer- tified.	Assist- ants.	Pupil- Teachers.	Moni- tors.		Good.	Fair.	Indiffer- ent.	Bad.	
1	..	..	..	1	28	14	11	..	..	..	1	..	..	..	..	..	..	..	1	..
2	1	..	..	..	110	123	93	1	..	..	..	..	..	..	..	1	..	..	..	..
3	1	..	..	..	132	138	102	1	..	..	1	..	..	..	..	..	..	1	..	..
4	..	1	..	..	64	71	63	..	1	..	..	..	..	..	..	1	..	..	..	1
5	1	..	..	..	104	140	136	..	1	..	..	..	..	..	..	1	..	..	..	..
6	1	..	..	..	136	96	84	1	..	..	..	..	..	..	..	1	..	..	..	1
7	1	..	..	..	56	43	35	..	1	..	..	..	..	..	..	..	..	..	..	1
7	5	1	..	1	631	625	524	3	3	..	2	..	..	..	..	2	1	1	1	2

In this list are included three burgh schools, one Parliamentary, two sessional, and one Gaelic school. There is very little to say with respect to any of these schools. The burgh schools were in the small burghs on the coast of Fife, and were attended almost exclusively by the children of the fishermen. These schools are under the superintendence of the Education Committee of the Town Council of the burgh, and are mainly supported by an annual grant of £10 from the Council, and the fees of the children. The Established Presbytery visit the schools annually. Two of them also receive the Government grant.

In two of these parishes there were both burgh and parochial schools. The rule seems to be, that the better class of children, socially speaking, attend the parochial in preference to the burgh school, though the latter are not necessarily cheaper or less efficiently taught. It seems almost unnecessary to have two schools in such villages as these, except for the social distinction that is

drawn between the tradesmen and the fishermen's children. One large school, divided into different departments, under an efficient staff of well paid teachers, would meet the wants of the community more satisfactorily. As it is at present, the burgh schoolmasters are greatly underpaid, and both parochial and burgh schools are undermastered. The attendance in all the sea-coast village schools is at some time of the year very great, because, though the children are irregular, they are so numerous that the schools are generally over-filled.¹ They are also more unruly than any class of children, and more difficult to manage, yet the staff of teachers employed in these schools is smaller than in any other schools of the same size in the country.² This difficulty might be overcome by an amalgamation of the burgh and parochial schools in these parishes, and a corresponding increase in the staff of the teachers, and of their emoluments. Such an amalgamation would not meet with disapproval on the part of some of the residents with whom we conversed; and if it at once reduced the teacher's work and increased his pay, both of which are on a false footing at present, it could not meet with disapproval at their hands.

The Parliamentary school was in the north of Sutherland, founded under the Act providing for the erection of such schools, and by which the teacher is paid by Government, in lieu of the salary paid in parochial schools by heritors. It was visited during the vacation. One of the sessional schools was in the parish of Larbert, and was satisfactory; the other in the parish of ——. The latter stands beside the parish school, and was established by the kirk-session, as the parish school was too small. The session pays £1, 10s. to an old woman by way of salary, and she lives by this, and the fees of such children as attend. When visited, the teacher, who is very frail, and almost stone-deaf, was sitting at tea, and the children, a miserable assemblage of little things, were sitting round the table, with very little light, and scarcely any fresh air. The minister said that she was superannuated, but they had to keep her on from charity. She could not hold a pen to sign the schedule.

Results.

§ 12. The main conclusions to be drawn from this chapter are, that a re-organization of non-parochial schools on some uniform footing throughout the country, somewhat perhaps on the model afforded by the public works' schools, is most desirable, if it were practicable, and all of them should be under Government inspection quite as much as the parochial schools; that local committees of influential men constitute good boards of management, in whom both the appoint-

¹ In eighteen schools visited by us in that county, we found accommodation for 1556 children, 1732 on the roll, and only 1370 in attendance, i.e., nearly 200 on the roll, and attending occasionally, for whom there was no accommodation.

² There are 9 masters, 14 mistresses, 1 assistant, 4 pupil-teachers, and 3 monitors employed in the education of 1732 children in Fife; or 56 children to each teacher.

In Kirkcudbright there are 20 masters, 11 mistresses, 4 assistants, 4 pupil-teachers, and 1 monitor for the education of 1810 children; or 45 to each teacher.

In Roxburgh there are 17 masters, 14 mistresses, 1 assistant, and 1 monitor, for the education of 924 children; or 28 children to each teacher.

ment and dismissal of the teachers might rest, subject to official examination in the one case, and review by some central authority in the other, but management by local boards of illiterate men is most dangerous and unsatisfactory ; that the time tenure of the schoolmaster's office is less likely to produce inefficiency than tenure *ad vitam aut culpam* ; - that the system of infant-school teaching is only partially developed in the country ; but as there is a demand for such schools they should be encouraged ; that local endowments for education, when the teacher is under no superintendence but that of the Presbytery, are very liable to abuse ; that proprietary schools are not unfrequently mischievous ; and that private adventure schools are almost invariably detrimental both to the health and education of all the children who attend them.

CHAPTER V.

Evening schools—Schools for imbecile children—Reformatory schools for criminals.

Evening schools.

§ 1. In touching upon the state of education among the adult populations of the rural districts, it has been already stated that the majority of the native Scotch populations are able to read, but that they are backward in writing, spelling, and arithmetic, and that the Irish immigrants are deficient in all the branches of elementary education. We have now to mention shortly the effect of the principal measure adopted to improve the neglected education of these classes, viz., evening schools.

These schools are, in the country districts at least, still in their infancy. No organized system for their management has yet been developed. They seem to spring up and flourish for one or perhaps two years, if there happens to be an enthusiastic minister or teacher in a particular parish, and after the novelty has worn away they languish and die out, to be revived again, it may be ten years afterwards. The cause of this precariousness or want of continuance in their existence is twofold. It is partly brought about by the fact that in the rural districts it is very difficult to get a competent teacher to undertake the work, and partly by the circumstances of the people. They are not concentrated as in towns or colliery villages, and they cannot be expected to walk two or three miles in cold winter nights, after a hard day's work, for the purpose of spending a couple of hours in reading, with much difficulty and very little pleasure, some such book as Collier's *History of the British Empire*. In towns, the school may be within a few yards of their houses, and there is always a number of teachers from whom one may be selected to conduct the school. And so even in the country, wherever there are factories or coal-mines, or where there is a concentrated population, as in the county town of Maybole in Ayrshire, evening schools are generally in operation, and sometimes with the best results. Winter is the season when they are open. The spring and summer evenings are too precious. In the long daylight there is some gardening or other outdoor work which suits the taste of the working classes, and which seems a practical and paying use to make of their leisure; while elementary education is irksome, and not practically paying. But in the long winter evenings, from six o'clock till eight, there is nothing better to do. The schoolroom is warm and comfortable, and fire and light are provided at the teacher's expense; the scholars have not far to go, and they may as well 'pick up a little learning' as not, and so they attend school; while, therefore, in the agricultural districts the existence

of night-schools is spasmodic and intermittent, and not generally successful, in the factory and mining villages they are for the most part popular, and, we were assured, successful.

In our districts we found only fifteen evening-schools in operation, in the counties of Ayr, Edinburgh, Elgin, Lanark, Ross, and Stirling. There were others in operation in winter in some of the other counties, but those fifteen were all that we found at the period of our visit. In these schools there were 715 on the roll, (525 boys and 190 girls), and 500 in actual attendance; of these 715, 115 paid no fees; the others paid at the rates of from 1d. to 4d. a week, according to the branches of instruction taught. Their ages ran from eight years up to twenty, and there were 52 (43 men and 9 women) over twenty years of age; the latter were chiefly among the mining and fishing populations in the counties of Ayr and Ross.

In these schools the subjects taught, and the number of scholars learning them, were—

	No. of Scholars.
Religious instruction, ...	295
Reading, ...	596
Writing, ...	695
Arithmetic, ...	598
Needlework, ...	62
Other industrial work, ...	20
Geography, ...	8
English History, ...	50
Latin, ...	1
Gaelic, ...	20
Algebra, ...	4
Euclid, ...	1
Elements of Physical Science, ...	20
Music from Notes, ...	44

The duties of a teacher in an evening school are very onerous. Many who had had experience of the working of such schools, informed us that it was impossible to exaggerate the difficulties that a conscientious man had to meet, if he is to discharge efficiently the duties incurred by the conduct of an evening school. Where a miscellaneous body of young men and women, ranging from the ages of nine or ten to twenty-five or thirty, are collected together of an evening, very backward it may be in the elements of reading and spelling, and greatly ashamed of anything like a public exhibition of their ignorance, it requires the most delicate management to get them to do any work that is likely to be of value. You cannot ask a big man of twenty years of age to read aloud—or rather, stumble through aloud—an infant's book; yet if you set him to anything higher, he is at once taken out of his depth. This is the prevailing fault in all evening schools, and the danger that nearly all teachers incur. The books are invariably too far advanced, and hence the pupils rarely get over the first elements, and being badly grounded, can never read with pleasure or accuracy. An ignorant and uneducated man commencing a course of English instruction by reading Collier's *British Empire*, is in the same position as a man commencing to study Pindar before he

Evening schools in the selected parishes.

Difficulties connected with the management of evening schools.

knows the Greek alphabet, or to read Dante before he knows the elements of Italian; yet teachers say that whenever they have attempted to induce their scholars to begin with the rudiments, they leave their schools. Full-grown men and women will not be persuaded to read in an elementary book, and they will not be persuaded to read aloud. They are so ashamed of their ignorance, and so afraid of compromising themselves with their fellows, that it becomes an almost hopeless task to attempt to make them open their lips. Writing commits them to nothing, as no one sees their copies but the teacher; hence this branch of instruction is more popular than any other. So in our returns, while 596 are returned as learning reading, there are 695 (or an increase of nearly 100 out of 700) learning writing. The teacher therefore has often to confine himself to walking round and speaking to each scholar individually, while the class is engaged in learning to write, or to do simple sums in arithmetic.

The nicest tact, moreover, is required in the organization of the classes. The scholars are nearly all at a different stage of progress, so that individual teaching would nearly be requisite. But this, of course, cannot be given. Hence the difficulty in arranging the classes. These young men and women are very sensitive about their own proficiency, and will not be kept in elementary classes; and whether fit for it or not, they virtually insist upon promotion, and will not be kept backward when their neighbours are pushed on.

Value
of such
schools.

Still, with all these drawbacks, we were assured that the desire manifested for improvement was very great and anxious on part of the scholars, and not unfrequently was attended with success. At —, in Ayrshire, there is a very efficient evening school for women, who are employed chiefly in bonnet-making during the day. Many of the scholars have been at school before, and attend the evening school to keep up what they may have learned. But some of them did not know even the rudiments of ordinary instruction when they came, and, judging by the specimens of writing shown to us, they appeared to have made remarkable progress. So at the evening school at —, there were two young men who could hardly make figures when they joined the school, and when visited, they were working fractions and interest, and were learning bookkeeping. One of these had been a labourer, who had met with an accident. While he was ill and unable to work, he attended the day-school, and was now a regular attendant at the night-school. The other was a weaver, and he attended the day-school when trade was slack, and he had nothing particular to do. When asked what was their object in learning bookkeeping, they said that they wanted 'to get into some better way of doing.' There were other three lads at this school learning bookkeeping, and working diligently. With very few exceptions, they all seemed anxious to learn, and paid attention to their work. 'The oldest and the youngest,' the teacher said, 'were more attentive than those of fourteen or fifteen. They spent a great deal of their time in playing tricks upon each other.'

Perhaps the best specimen of the general working of an efficient

evening school, and one that at the same time showed the usual drawbacks in the organization of all such schools, was afforded by Messrs. Cowan's evening schools at Penicuik.

These schools are established by, and are under the superintendence of, the Messrs. Cowan, the papermakers. They are intended to supply the means of education to the young men and women who work in their mills. The male and female schools are separate, and are about half a mile apart. Both the buildings are excellent, being those in which day-schools are kept. In the female school there is a mistress and an assistant-mistress, and in the male school a master only. In the former there were 59 girls on the roll, and in the latter 42 boys.¹ In the mills there is a day and night shift,—the day-shift lasting from six A.M. till six P.M., and the night-shift from six P.M. till six A.M. Of the 59 girls, from 20 to 30 of them are on the night-shift, and of the 42 boys there are 33 apprentices under twenty years of age,—17 of these being on the day and night shift week about with the other 16, and 5, and sometimes 7, of those on the day-shift have to work till nine P.M. when wanted. For this reason there are always very few boys at the evening school,—generally not above 20, and when visited, only 16. In the girls' school the numbers are larger. The girls show greater anxiety to learn than the boys; indeed all the boys who attend are forced to come, but many of the girls, who live a good way off, are not. Children are not taken into the mills till they are thirteen years old, and able to read and write; but young women above eighteen may be admitted, though they can neither read nor write. All within half a mile of the evening school have to attend it, except when on duty, the boys till they are twenty-one, and the girls till they are twenty-two years old. All above half a mile are exempt from compulsion, but may attend of their own free will. At twenty-one, boys get a man's place. The evening schools are continued during the winter months only. They are open for sixteen weeks, or eighty nights. Those who are on the day-shift alone have to attend sixty nights of these eighty, and those on the day and night shift (week about) have to make forty attendances, unless prevented by illness, or some other satisfactory reason. It costs the pupils nothing, except the trouble of attendance, as the Messrs. Cowan pay all expenses—fees, light, books, pens, ink, paper, etc. They also pay the teacher for the boys at the rate of 5s. per boy per course, and for the girls 9d. per month. Those of the scholars who behave and get on well are presented with prizes at the end. But if the attendance of any scholar does not attain to two-thirds of the number of days appointed for each of the shifts, then that scholar has to pay his or her own fees, and all expenses.

In the girls' school most of the pupils are very anxious to get on, and work diligently; one of them comes more than two miles, and attends every night regularly. In going home, some of the other girls accompany her part of the way, and then her father meets her where she parts from the others. They are clean and

¹ The slight discrepancy in the numbers given here and in the Statistical Report is explained by the fact that the returns were made at different dates.

smart-looking. There are two divisions of the scholars—a junior and a senior class. Both classes read the Bible, and also twice a week some secular book. They write every night, and sew once a week. Reading and writing are principally taught. As a rule, the girls are not good sewers. Plain sewing is what is taught, but they would much rather learn fancy sewing, crochet, and ornamental needlework.

In the first class the ages were from thirteen to sixteen, though one or two were older. They read a chapter of the Bible very well, and spelled fairly—even the days of the week. The mistress then gave them some questions in mental arithmetic, which they did well. Some of them were not up to the mark, but most in this class were. The ages of the second class were also from thirteen to sixteen. They read from their Collection (the Scottish Schoolbook Association's tenpenny-book), but read very badly. For most of them the book seemed too deep, and they had evidently been badly grounded. Their spelling was not good. They knew very little arithmetic, and their writing was very elementary. They seemed to have as much education as admitted them to the mills, and no more. The difference between the two classes was very remarkable, but the mistress could not account for it farther than by saying that they had been more irregular in their attendance than the others while at the day-school. When asked if she did not think the books for her younger class were too deep, she said they were, but if she were to put them in an easier book, they would get disheartened, and would be ashamed at being so far back; but by giving them an advanced book, they have not this feeling, and work diligently. Girls are more liable to this kind of sensitiveness than boys.

In the boys' school they were all mill-workers, except two plumbers, who are engaged about the mills. The boys are much wilder than the girls. They are all anxious to get on, the master says; but then, he adds, none of them would come unless they were forced. The school is divided into 'good readers' and 'bad readers,' but all of them read from the same book, and at the same time. The book used is Collier's *British History*, which is evidently too difficult for most of them. Neither the reading nor writing was good. Fourteen of the boys were set to do some arithmetic. In simple addition (a simple sum, but pretty long) two were correct. In simple subtraction, eight were correct. In simple multiplication (by two figures), seven were correct. Some of the most backward were quite young, and appeared to have left school recently. The teacher said that they had left the day-school lately, but while at it they had been irregular, and this was the cause of their ignorance. The standard of the boys is below that of girls of the same age. The reason is that the boys are sent out to herd, while the girls are kept pretty well at school till they are thirteen.

In the mills the boys assist the men, while the girls do the calendering of the paper, putting it up in parcels; and sometimes they do clerk's work, for which they get proportionally higher pay.

Schools like these cannot fail to do an immense amount of good wherever they are established in the midst of such a community. The visit paid to Messrs. Cowan's paper-works convinced us that the effect of the evening schools, and the general tone and system of management in the works, could not but be beneficial to the people employed in them.

§ 2. In prosecuting our inquiries on the general state of education in the country, we collected information from every school in the parishes visited. Larbert in Stirlingshire, and Penicuik in Edinburgh, were two of the selected parishes. In the former there is an institution for imbecile children, and in the latter the Wellington reformatory for criminal children. Though these schools do not, strictly speaking, come under the head of elementary schools, still, as bearing on the general question of education in the country, and as furnishing education in the selected parishes, we think it worth while to mention, in a very few words, the general condition of these two institutions when visited.

Institution
for the edu-
cation of
imbecile
children.

The prospectus of the Larbert institution bears that it is intended to furnish special means of education for those young persons who, from mental weakness or peculiarity, are unfit for the training of ordinary schools, but who, by the employment of educational arrangements specially adapted to their condition, may be rendered capable of education to self-guidance and some measure of usefulness. The education given includes all the simple elements of instruction usually taught in common schools, where the children are capable of learning these branches. It also embraces a course of training in the practical matters of daily life; the cultivation of habits of cleanliness, propriety, self-management, self-reliance, and the development and enlargement of a capacity for useful occupation.

The institution is supported mainly by voluntary subscription. It is superintended by a body of directors and a resident physician, and the education is conducted by means of a master and mistress appointed by the resident physician from candidates specially qualified for the office. The building is new, built in an elaborate style of architecture. The internal arrangements appeared in a manner sacrificed to the outside; but though the rooms were not so convenient as they might have been if built in a less ambitious style, they were scrupulously clean and well kept.

The children admitted must not be paupers, as it is held that the law of the land provides for their maintenance, and that they are, therefore, not eligible to the gratuitous benefits of charity. A proportion, however, of the children are admitted free by the votes of the subscribers. These must range between the pauper class and the class that is able to pay the lowest rate of reduced payment, which is from £25 to £40. Full payment is £50 per annum.¹

¹ Since this was written, the Report of the Institution for this year, 1865-1866, has been published, showing that there are now forty in the institution—eighteen girls and twenty-two boys, thirty-four of whom attend school, and six are nursery cases. The Report also states that industrial training has been commenced on a small scale.

When we visited the institution (April 1865) there were twenty-nine inmates ; of whom twenty-one regularly attended school. The other eight were nursery cases, or pupils who cannot be educated.

The education of these twenty-one was as follows :—

Subjects.	Scholars.
Reading lessons,	8
Alphabet,	13
Writing,	8
Arithmetic,	3
Singing,	15
Sewing and knitting,	6
Gymnastic exercises,	21
Training to household duties,	6

In the schoolroom there were twenty present, both boys and girls. Very strange they were to look upon : some with heads too large for their bodies, some too small ; some almost cripples, and unable to walk except with the utmost difficulty ; nearly all were deficient in muscular action, and all, without exception, with strange, vacant, apathetic countenances. The schoolroom was bright and cheerful, very clean and comfortable, and well supplied with every convenience for teaching. The children were clean, and appeared as happy as it is possible for such beings to appear.

Method
adopted
for the
education
of imbecile
children.

The method adopted for their education is something of this sort. When they come to the institution they are kept in the schoolroom with the others for some days to habituate them to the change in their life. After a little they are set to string glass beads upon wires, to give them some notion of using what intellect they have. The next step in their education is made to give them a notion of number. For this purpose they are told to string some number, say five, on each wire ; then, to bring out a notion of distinction, to string five of different colours on each wire—five yellow, and five black. In time impressions of various kinds are made upon the germ of intelligence which they have, and from this stage they are advanced to making bead-baskets and ornaments. This sort of occupation raises them out of the state of lethargy that they are apt to fall into on first arriving at the institution. In time slates are given to them for a portion of their school time, and they are set to draw squares and triangles from copies, and to draw lines in particular directions, so as to form patterns. Gradually they get on to write the letters of the alphabet, and to recognise them, and so they advance to read words of one syllable, and gradually to read a little with understanding, and to write. Two of the boys were able to read so as to amuse themselves, and a few of the others could pronounce little words, and read a sentence or two. All who can learn anything, are taught singing. We heard them sing a hymn ; one boy repeated the verses, and they all sang together, the schoolmistress accompanying them on a piano. After that they sung a song, called ' the marching song,' keeping time after a manner with their feet, and marching more or less in order round the room. The music was not pleasant to hear. It was very harsh and shrill, and there was a constant succession of false notes and discordant noises.

After this, they went through some gymnastic exercises, but they did these things very imperfectly, owing to their poor muscular development. Want of funds prevented the establishment of any means of giving them industrial training. A few were allowed to weed the garden, but it was thought unsafe to trust them with tools.

The nursery cases presented a very melancholy spectacle. There were seven of them altogether. These children seemed to exist, but that was all. Hardly a spark of intelligence could be observed in any of their faces; yet the physician did not consider them all hopeless. Sometimes one or two of them get into the school; but generally they are kept in the nursery, and exist from day to day without any mental life, good or bad, in a state of childish imbecility rocking themselves backwards and forwards before the fire.

This institution is, so far as it known to us, the only one of the kind in Scotland. The accommodation is very limited, and as being chiefly dependent on charitable subscriptions and private benevolence, its existence is attended with that amount of precariousness which attends all institutions so supported. It admits no paupers, and only a small number of young persons who are unable to pay at least the lowest rate. In every county, and in every parish, more particularly in the Highlands, there is a considerable number of poor imbeciles and idiots, many of whom, with ordinary care bestowed upon their education, might be in a manner reclaimed from idiocy. Mr. Lee, the minister of Roxburgh, writes that in his parish, with a population of 1200 inhabitants, there is a family of seven imbecile children, growing up without any means of education provided for them.¹ And this he believes to be a specimen of what is common throughout Scotland. Nothing is done for such children in this country; there is no provision for their education. They cannot attend the same school with other children of sound mind, as their education must be peculiar, and arrangements suitable to their mental training must be made, if they are ever to be raised from imbecility. 'I have sometimes thought,' says Mr. Lee, 'that a scheme applicable to the whole country might be organized in connexion with the poorhouses. This would, of course, provide only for the imbecile children of the poor; who, however, are those for whom some supervision is most required. I see it mentioned . . . that a Statute has been enacted (it is not stated whether extending to Scotland), called "An Act to provide for the Education of Pauper Children in certain Schools and "Institutes," which enables the guardians of a union to contract with the managers of certain institutions for the education of idiotic persons. Perhaps some rule of this kind might be found applicable to Scotland, as regards not only the imbecile children of paupers, but those imbecile children who without education must eventually become themselves paupers.'

Want of
such insti-
tutions in
Scotland.

This Act, 25 and 26 Vict. c. 43, does not apply to Scotland, but, before such an Act could be made applicable, institutions to which

¹ See Appendix. Letter from Mr. Lee.

it can be applied must be erected and established in this country. Though this department of education does not come strictly within the scope of our instructions, we have thought it desirable to bring it under the notice of the Commissioners.

Wellington
Reforma-
tory for
criminal
children.

§ 3. The Wellington Reformatory at Penicuik is managed by a board of directors, and by a superintendent, a matron, two schoolmasters, one of whom is certificated, a farm-grieve, and four work-teachers, viz., a carpenter, tailor, shoemaker, and drainer. It has been seven years in operation, and has during that time been well managed and successful. We visited both the educational and industrial departments. There were about 90 boys present in school. The reading, spelling, dictation, and arithmetic were all well done,—certainly not below the average work of a fair school. The majority of the boys could neither read nor write when they were sent to the reformatory, but the naturally quick intelligence of many of them, combined with enforced regularity of attendance, produced results surprising even to the teachers. One of the sharpest lads in the highest class was a frank, honest-looking, bright-eyed boy. He read remarkably well, and was one of the few who wrote the piece of dictation correctly. He was fifteen years of age, and previous to his conviction had been making, so the superintendent informed us, an average income of £20 a week, by picking pockets in Manchester, Edinburgh, and Glasgow, on which he kept four other boys at free quarters, and a yacht on the Clyde for their amusement. He had been only one year at the reformatory, but had made great progress in his education during that time. After their ordinary lessons we heard them sing several songs of different kinds—one boys singing the verses, the others joining in the chorus. Great pains appeared to have been paid upon this part of their education, as, indeed, upon every branch of it. The industrial department was very interesting. There are three workshops,—a shoemaker's, carpenter's, and tailor's,—in which the boys learn whichever of those trades they prefer. The carpenter work is the most popular, but the other two were well attended, and every boy appeared to be usefully employed. Some are engaged in outdoor work, chiefly in draining and farm service. By the industrial training in its different departments there is shown, in the accounts ending in December 1864, work done to the amount of £915, 8s. 9d. Of this, £68, 19s. 7d. was returned as having been earned by the service of boys from the reformatory hired out by farmers in the neighbourhood. This is a good indication of the usefulness of the institution.

We have mentioned thus shortly the result of experience as to the education of such criminal children as come within our district. The point of interest to our inquiry to be noticed in such an institution as this, was the remarkable influence produced on these children by enforced regularity in school attendance. In the ordinary country schools many children were presented to us who had been four years at school, and who, in that time, had not acquired so much of the rudiments of instruction as some of these criminal

boys had acquired in four months. Something, no doubt, must be allowed for the difference in natural intelligence, but, after a wide margin is given for that, the difference between the two remains so striking, that it cannot be accounted for in any way but by the fact that the one set of boys attend school every day for a stated number of hours, and the other set attend at irregular intervals for four months during the year. Everything that tends to induce the parents to insist on regular attendance on part of the children should be carefully fostered. The schoolmaster is himself the main agent in procuring a good attendance. All means, therefore, which will induce him to exercise his influence in this respect should be encouraged; and it is with this view that the Privy Council insist upon stringent regulations with regard to attendance. This will be further treated in the chapter on the Privy Council system.

CHAPTER VI.

PRIVY COUNCIL SYSTEM.

Building grants—Augmentation grants—Inspection—Revised Code.

Privy
Council
system.

UNDER the Privy Council system, the funds voted by Parliament are spent in four ways—(1.) in aiding Normal schools, and paying for the maintenance and education of the students; (2.) in stipends to pupil-teachers and gratuities for their instruction; (3.) in building grants for new schools; (4.) in augmentation of teachers' salaries. With the first of these we have nothing to do. The Normal schools are in the towns of Glasgow and Edinburgh. The second we shall touch on in the chapter upon teachers. We had considerable experience of the third and fourth, and now propose to record the more prominent points that presented themselves in the schools visited which were in connexion with the Privy Council, and to note the different suggestions that were mentioned upon the subject.

Building
grants.

§ 1. The Lords of the Privy Council offer to give grants in aid of building whenever there is a sufficient proportion of the labouring class requiring a school in any district, provided that the proportionate subscription is collected locally. These two main conditions seem simple enough in themselves. They are, however, accompanied by a number of minor conditions which do not appear at first sight. They are also attended by a number of little difficulties, and perhaps necessary obstructions, and an immense amount of correspondence is generally involved in even an attempt to procure Government aid in building. Country ministers, and others who act as correspondents for the proposed schools, very frequently find themselves so involved and bewildered in the intricacies of these conditions and arrangements, that they give up their correspondence in despair, and are forced to recommend that no attempt should be made to procure Government assistance. We heard of a good many instances where contemplated new buildings were either abandoned altogether, owing to the burden of correspondence, or where the local subscribers were persuaded to trust to their own efforts, and to be satisfied with buildings that did not come up to the Privy Council requirements. We heard also, from other sources, of cases where, particularly in the erection of new parish schools, heritors were persuaded that it was much

better for them and their school, that no demand should be made on the Privy Council, as any grant from it entailed an amount of interference on part of Government, that seriously curtailed the independence of the teacher, of the heritors, and of the minister and Presbytery. One minister, in particular, complained of the requirements of the Council being so great that it would have been impossible to meet them. When he applied for a grant there was an urgent demand for a school: a large population of children, and no school within six miles. Three parishes met together at or near the proposed site, far off from their respective parochial schools, but there was no sufficient population in any of the three parishes to warrant the heritors in founding side-schools. In these circumstances the minister applied to the Privy Council, and after a lengthened correspondence with them upon the subject, they sent down plans to him, but when he came to get estimates for these plans, he found that the erection of a building corresponding to the plans would cost nearly £500. It was impossible for him to raise anything like the necessary proportion; as the district was a poor one, and the population consisted for the most part of small crofters, shepherds, and gamekeepers. He therefore had to abandon the idea of Government aid, and by personally undertaking considerable responsibility, built the present building, which appeared very suitable for the locality, for something under £100. Several instances not dissimilar to this were brought under our notice, which it is unnecessary to enumerate. But in such cases it seemed reasonable that something might be done to simplify these difficulties. Would it not be possible, as it was suggested, that the minister, and whoever acted as correspondent, should be called on to make out a *prima facie* case of destitution; and that the Council, without more ado, should send one of the district inspectors to report upon the case, and that they should authorize action to be taken upon his report. This suggestion seems reasonable. But, on the other hand, these difficulties and restrictions are wholesome as a check upon uncalled-for demands for new schools, where nothing but sectarian disputes and rivalries suggest the demand. In more than one instance ministers informed us that if they could only get Privy Council aid, they would erect rival schools, where they were not in the least degree wanted, if the existing schools had been efficient. In such cases, the prospect of a troublesome correspondence acts as a useful obstacle. The necessity of a local voluntary subscription stands on a different basis. That presses very hard upon many destitute districts. Indeed, in nearly every one of the cases of destitute districts alluded to previously, and in most of the cases where there is defective accommodation, it would be very difficult, if not impossible, to raise a sufficient local subscription to warrant a minister in making application to the Privy Council.

Still, with all these difficulties to contend with, it is remarkable how much may be done by one man who is willing to undertake all the burden of correspondence, and all the trouble of collecting subscriptions in behalf of the schools of his parish. We have more

than once alluded to what Mr. Stevenson and Mr. Dill have done for their parishes in Ayrshire, the one having all his schools under Government inspection, and having received a building grant in one instance, the other having all his schools under inspection, and having received building grants in two instances. And the same thing is to be remarked with regard to the Free Church schools in all the parishes that we visited. Out of 39 Free Church schools receiving Government aid, no fewer than 18, or 46 per cent., had been erected by building grants from the Privy Council. The Free Church have taken advantage of these grants to a much greater extent than the Established Church, sometimes involving unnecessary expenditure upon the Government. In Temple parish, for instance, in Midlothian, about twenty years ago a school was built with the assistance of a grant from the Privy Council.¹ This school was quite unnecessary. The parochial school, which is in the village within a few hundred yards, and which was at that time, according to the minister's account, and is still, well taught, is quite sufficient for the district. The Free Church school was given up two years ago, and the building has since been standing empty. The attendance in neither school was large enough to remunerate the teacher, 'and, consequently,' as the minister says, 'when a vacancy occurred, there was not the same class of candidates to choose from as there otherwise should have been.' This was the only instance that came under our notice where schools actually built with the assistance of Privy Council money had been discontinued. On the whole, however, owing to the checks, direct and indirect, imposed by the Privy Council, it is very rare now that too great facility is given towards the receipt of building grants. If there is any objection to the system, as has been already indicated, it is in the other direction. Less difficulty, particularly in the matter of correspondence, and greater elasticity in the requirements, would often be of the utmost service. But as every year country ministers and others are becoming more familiar with the Privy Council system, it seems probable that greater advantage will be taken of these grants in aid throughout the country.

Annual
grants.

§ 2. Annual grants in aid are given in all schools in which the buildings, the master, and the teaching have satisfied the requirements of the Committee of Council. The system upon which these annual grants are awarded differs from that of building grants in this respect, that in the latter case the Privy Council gives grants only after strict inquiries as to the other schools in the parish; whereas, in the former case, no questions are asked, the principle being, that the existence of an efficient school proves that it is necessary. The effect of this is, that in a good many cases money is given annually to several schools in the same parish, where one school would be amply sufficient. That is to say, that the principle on which the Committee of Council act is not an economical one. It may be quite correct to lay it down that wherever a school shows an attendance of from thirty to forty adequately

¹ Answers given by Mr. Smith.

taught children, a decent building, and a certificated teacher, there should be an annual grant; but it is not economical to say, that wherever there are two such schools within a few hundred yards of each other, when one would amply suffice, that both should receive annual grants. We heard of a great many instances of this form of extravagance, particularly in the stewartry of Kirkcudbright, in Wigtonshire, and in Forfarshire, where schools were supported by Government money, in sectarian opposition to each other. Several of these, we were informed, were quite unnecessary, and many were so close to formerly existing schools as to be practically useless, whereas if they had been placed elsewhere in the same parish they would have been of use. The places so mentioned were, among others, Dundrennan, Borgue, Glenluce, Portpatrick, Cairnryan, Glenisla. None of these parishes were in our selected district, but in it there were two or three cases which must be mentioned:—

(1.) In the village of Gargunnoch, in Stirlingshire, there is a population of 270. The parochial building is new, and has accommodation for 111 children. The Free Church school in the village is a wretched building,—an old house, in very bad repair, the roof falling in, the walls stained green with damp, the desks old and frail, one window broken and stuffed with rags, and the door kept shut against the wet by a great log of wood placed against it from the inside. This building is not 300 yards from the parish school, and nominally gives accommodation for 80 children. The actual number in attendance at the parish school, when visited in spring, was 30, in the Free Church school 43. In addition to these schools there is an industrial school with accommodation for 30, and an actual attendance of 22. This school does not get Government money, but both the parochial and Free Church teachers do; the one £15 per annum, the other £21, 10s. This seems a great waste of Government money, as one school gives accommodation for 111 children, and there were only 73 at the two schools. And besides being a waste of money, it tells badly both on the masters and on the children. The masters can hardly fail to lose their independence by having in a manner to canvass for the favour of the parents, and persuade them to send the children to their schools, and it tells badly on the children, because they are sent sometimes to one school for a few weeks, and then to the other, and thus they get no regular education at all. In these very schools, there were three brothers, who had been at the parish school, and owing to one of them having been punished, they were all removed, and sent to the Free Church school. We examined them specially, and found that they did very badly. (2.) The parishes of Girthon and Anwoth in Kirkcudbright meet in the village of Gatehouse. In that village, with a population of 1635, there are three schools, all receiving Government money, viz., the parochial and the Episcopal school in Girthon parish, and, within less than half-a-mile, the Free Church school in Anwoth parish. There is accommodation provided in these schools for 342 children, and there are 228 in attendance. There is ample room in two of them for all the children attending the three. But the Privy Council supports all three, and sends

Instances of unnecessary schools supported by the Privy Council grants:—
(1.) Gargunnoch.

(2.) Gatehouse.

(3.) Dornoch.

down three inspectors annually to examine them. (3.) There are ten schools in the parish of Dornoch in Sutherland. The population of the whole parish is barely 3000, so there is thus one school for every 300 inhabitants. The pupils attending these schools, according to the returns sent to the Commission in January 1865, were 377, or an average of 37 to each school; when visited in August there were 447 on the roll, and 327 in attendance. Six of these schools receive aid from Government, to the amount of nearly £190 per annum, and one of the uncertificated teachers was going forward for a certificate this year. The accommodation provided by these six schools was for 485, so that without straining a point, it may be said that four out of the ten schools in the parish, are, in the ordinary acceptation of the word, unnecessary. The average distance of the rural schools from each other is about three miles. Those in the town, the parochial, Free Church, and Christian Knowledge Society's schools, all three receiving Government grant to the amount of £109, 13s. 4d., are distant about eighty yards

(4.) Parish of Auchterarder.

from each other. In the village of Auchterarder also, in Perthshire, there are four schools, three of which receive Government money. One good school, with an efficient staff of teachers, would be of much more service. In the adjoining village of Aberuthven, in the same parish, there are two schools, both receiving Government money, where one would be amply sufficient; and in all the villages visited in Fife, there are two or more schools receiving Government aid, and in each of them, one good school, efficiently conducted, would meet the wants of the population more satisfactorily than the present arrangement.

Uncertainty in the country as to what other occupations teachers in connexion with the Privy Council may follow.

§ 3. Allusion must here be made to two points in connexion with the Privy Council system, about which uncertainty seems to prevail throughout the country. These are—(1.) As to the rules laid down in the Old and New Codes respectively, concerning teachers who hold other positions beside that of schoolmaster, and who engage in other occupations; (2.) As to the rules regarding sewing-mistresses in inspected and aided schools. A good many instances came under our notice where teachers received Government grants in aid, and at the same time held other lucrative offices in addition to that of teacher. When the Privy Council establish in Scotland the system of paying by results, it is believed that no questions will be asked as to what additional occupations a teacher may hold. If a man has sufficient surplus energy to bestow on land-surveying, or any other occupation, and at the same time can bring his scholars up to such a state of proficiency as will enable them to pass the standards, the inspector has nothing to do with the teacher's other occupations. But under the present system of paying according to the certificate, it is generally understood that the Committee of Council will not recognise any teacher who holds other offices, except in special circumstances. The exceptions are believed to be as follows:—That the schoolmaster may be session-clerk or heritors' clerk without question, and registrar, if the

population do not exceed 2000. If the population exceed 2000, it must be certified that the time required does not exceed two hours a week, and that no other suitable person could be got. The inspectorship of poor, it is believed, is unconditionally excluded; but in the course of our visits we found a good many cases, where teachers held four or five offices, and drew considerable annual sums from the Privy Council besides, and we found other cases where teachers asserted that they were deprived of their grants, because they held other offices, and cases where they voluntarily separated from the Privy Council system, because they considered that the other offices were more lucrative to them than the grants. In — parish, with a population of 685, the parochial teacher was registrar, heritors' clerk, clerk to the parochial board, session-clerk, and 'did a little land-surveying occasionally,' and he drew, according to the Privy Council returns, £18 from Government. In — parish (population 743), the parochial teacher was registrar, inspector of poor and collector of rates, session-clerk, and precentor, and drew £21, 1s. 8d., from Government. In — parish (population 614), the parochial teacher is registrar, session-clerk, and inspector, and draws £20, 12s. 6d., from Government; 'the inspectorship,' he says, 'is really no occupation.' In — parish, with a population of 2668, the parochial teacher is registrar and session-clerk, and draws £32, 18s. 4d. These are a few among similar instances; and it would not be worth while to notice them, but for the fact that there seems to be considerable uncertainty among teachers as to how far they may hold Government certificates and get the grant, and combine with them other offices, such as poor-inspector and registrar. Several cases came before us, where the teachers held certificates but got no grant, because, as they themselves informed us, they held the office of registrar, and preferred the emoluments from that office to the annual grant. In — parish (population 1385), the teacher holds a certificate, and his school is in a fair state of efficiency, but just wants that rubbing-up which Government inspection gives, to make it a thoroughly good school; the building is also good enough to meet the Government requirements. The teacher, however, is registrar, inspector, session-clerk, heritors' clerk, and collector of taxes, and voluntarily gives up his grant to keep these various offices. In — parish, again, with a population of 356, the master is certificated but not inspected, because, as he says, he holds the office of registrar. The school, however, is not so well taught as it ought to be by a certificated teacher, and he may have other reasons for declining the grant. In — parish, with a small population of 209, the teacher gets no grant, because, as he says, he holds other offices, and because there is a retired master who gets £40 per annum, and he gets only the minimum salary from the heritors. His school was efficient. And in the adjoining parish of —, with a population of only 470, the teacher gets no grant, because he is inspector, registrar, heritors' clerk, and session-clerk. If the office of inspector of poor be supposed to occupy so much of a teacher's time, that he cannot devote

himself thoroughly to his school, and that is the reason why the Privy Council refuse to recognise a teacher with other occupations, it is natural to suppose that the inspectorship of a parish, with a population of 743, or the registrarship of a parish with a population of 2668, must engross a man's time quite as much as that of a parish with a population of 478. Yet in one of the above-mentioned instances, in a parish with 2668 of a population, the teacher gets an annual grant of £32, 13s. 4d., and holds the office of registrar, and in one he is inspector, and draws £21, 1s. 8d., while in another, with only 478, the teacher gets no grant because he holds these offices. It was said, or rather hinted, that it is not uncommon among certificated masters, who hold unrecognised offices in small parishes, to fill up the question in the Privy Council schedule as to their other occupations somewhat evasively. This they do with the concurrence of their managers. They consider that, as the work of the registrarship takes up so little time, that they are justified in saying that they hold no other office besides that of schoolmaster. If this be so, it should be put on a different footing. The prohibitions, even if they be discouraging and unnecessary, afford no justification for suppression. It is hard upon a conscientious schoolmaster that he should suffer, while one a little less scrupulous may combine his offices, and draw double emoluments. At the same time, if any alteration was to be made in this matter, it is worth while bearing in mind that there is a strong feeling in the country, both in the north and south, against the monopoly of offices by one man. In the north, especially, the fact that the parochial teachers hold a variety of offices, has always been used as a handle against them in the advice given to parents as to their preference for one school over another.

Uncertainty as to the rules regarding sewing-mistresses.

(2.) The second point refers to sewing-mistresses. There seems to be no distinct understanding among schoolmasters how far sewing is insisted upon by the Council, and how far it is only recommended. Originally, it was only encouraged by the Council, but by the Code of 1860 it was understood that girls above seven years of age should not be reckoned in the number of children entitling the school to a grant for a pupil-teacher, unless sewing was taught. Under the New Code, all girls above seven must be taught sewing as a condition of any grant. But as the New Code is only in partial operation in Scotland, there is considerable uncertainty as to what is and what is not essential in this respect. Hence we found some schools where sewing was taught, and some where it was not. At — the teacher draws from the Privy Council £28, 17s. 6d., and a sewing-mistress teaches only for six months in winter. At — the teacher draws £20, 12s. 6d., and there is no sewing-mistress, although the parents have often represented the necessity of some kind of industrial training. At — school, £18, and no mistress, and at — parish school, there is a regular sewing-mistress, but no grant is given, owing to an endowment. These are only a few out of several instances.

On the other hand, the necessity of a sewing-mistress in every

school, if it is insisted upon, may sometimes be a hardship. It not unfrequently happens that there are two schools with certificated teachers, and a female school in the same village, and not improbably supported by the same contributors. In such cases it has been suggested that three female teachers are quite unnecessary, but to fulfil the Privy Council requirements under the New Code, it will be essential that there should be a sewing-mistress in each of the schools that get Government grants. In — parish there are four Established Church schools with grants, one Free Church school with a grant, and one female school with no grant. The expense of these five schoolmistresses, in addition to the female school, will be a great tax upon the educational funds of the parish. One good sewing-school for the whole district would be of much more advantage to the community. Again, if the payment of a sewing-mistress falls upon the teacher, it becomes a serious tax upon his funds. Suppose, as one teacher put it, he gets only £15 from the Privy Council, how can he pay a schoolmistress out of that? If the district be a poor one, where the teacher does not require an assistant for his numbers, it sometimes happens that he evades the stipulation by either (to put it in the schoolmaster's words) 'getting some *female* who knows little of sewing, to make a fashion of teaching a few girls to stitch, in order to save his conscience, or else getting some neighbour or friend to come and give the girls a few lessons before the inspector comes to seek a specimen, which, it is quite possible, he may see several years in succession *in statu quo*. This is not teaching the girls to sew, but the farce is forced upon the teacher, and I suspect it is pretty common.'¹ That this method of deceiving the inspector is not universal, we can answer from our own experience, as we know it to be the custom with at least one of the inspectors to carry off the specimens of needlework from every school at each visit. But if such a custom exists at all, it is just as well that the inspectors should be aware of it.

§ 4. If, however, the Privy Council system may be considered to do harm by multiplying unnecessary schools, and unnecessary schoolmistresses, and if, as is universally acknowledged, it fails to accomplish all that it should do in supporting schools in destitute districts, where the people cannot afford to supply them for themselves, it must be also universally acknowledged that it has done an incalculable amount of good by introducing the system of Government inspection. There can be but one opinion held upon this subject by any one who has had any experience of inspection. It is impossible to exaggerate the good done to the schools throughout the country by the organized Privy Council system. Their method, as at present established, is beyond question the most efficient and satisfactory, but the Dick Bequest inspection is also of great value, and the Ferguson Bequest inspection is not without its advantages. All methods have these common points in

¹ Answers given by Mr. M'Lachlan.

Opinion of
the country
almost
unanimous
in favour of
inspection.

Exception
in Dum-
friesshire
and north
of Kirkcud-
bright.

Comparatively little
inspection
in these
counties.

their favour, that they are *not local*, and that they are, or may be, followed by results, and that the inspectors are qualified examiners. The Presbytery visits are useless as examinations, because, as has been already shown, but few of the members have been trained to examinations, and because the majority are on friendly relations with the teacher, and cannot, from their local relations with him, be quite impartial, and chiefly because teachers know very well that they have no power to do them good or harm, and cannot affect them pecuniarily. The opinion of the country upon the Presbyterial examinations has been already indicated. The converse of that opinion holds with regard to Government inspection. Except in some parts of Dumfriesshire and the north of Kirkcudbright, the opinions expressed in favour of Government inspection were unanimous, and more than this, several efficient teachers, who were not under Government inspection, regretted it in the strongest terms. They wanted, they said, the stimulus of a strange or non-local inspector's visit, and the children wanted it also. This was more particularly urged in the district of Deeside in Aberdeenshire. From Aboyne to Braemar, in the parishes of Glenmuick and Crathie, in which there are seventeen schools, there is no Government inspection, though two of the teachers in the Queen's schools, and one in a proprietary school, hold certificates. Several of these teachers mentioned that some inspection, not strictly local, was wanted in the district, and our experience coincided with their opinions. These schools, though far from bad, could one and all be improved by the regular annual visit of the inspector. Why inspection was discountenanced in these parishes we could not easily discover. But in Dumfriesshire, and in the north of Kirkcudbright, the want of inspection appears to be due to the unfavourable opinion held of it by some of the clergy of the Established Church. They acknowledged that inspected schools were best, but guarded their acknowledgment by the opinion that 'this' was not necessarily because of the inspection.' From the following table it will appear that there is comparatively little Government inspection in the parochial schools in Dumfries; and in Kirkcudbright the percentage of parochial schools without inspection is also high. This, in the latter county, is due to the fact, that few of the side-schools are supplied with Government teachers:—

CENTESIMAL COMPARISON OF THE TEACHING IN THE PAROCHIAL SCHOOLS OF THE FOUR UNDERNOTED COUNTIES.

County.	Cent. Prop. of whole No., 60.	TEACHERS.		TEACHING.					Proportion of Schools	
		Cér.	Not Cér.	Very good.	Good.	Fair.	Ind.	Bad.	Exa- mined.	Not exa- mined.
Ayr, ...	16.7	60.0	40.0	20.0	50.0	10.0	..	20.0	100.0	..
Berwick, ...	16.7	50.0	50.0	..	57.1	42.9	..	..	70.0	30.0
Dumfries, ...	43.3	80.8	69.2	..	28.6	42.8	14.3	14.3	80.8	19.2
Kirkcudbright, ...	23.3	35.7	64.3	..	35.7	28.0	28.6	7.1	100.0	..

The consequence of this is, that while 20 per cent. of the Ayrshire parish schools are very good, and 50 per cent. good, none of the Dumfriesshire schools are very good, and only 28 per cent. good. So while in Berwick all the parish schools visited are either good or fair, 28 per cent. in Kirkcudbright are indifferent, and 7 per cent. bad. Inspection and want of inspection are the causes of this state of things. Nothing else can account for it. But many of the Established clergy in these counties are afraid of Government interference with the parochial schools. They regard it, we were told, as an innovation, which is the beginning of what may in time interfere with their influence over education. Whether this is the case or not, the fact remains, that the opinion of all who have had any experience of inspection is unanimous and unqualified in favour of it. The small minority who disapproved had seen little of the effects of it.

Our experience of the result of inspection is exhibited in the following tables showing the difference between the teaching in schools in which the teachers are certificated and in which they are not. From them it appears that 5 per cent. of the schools taught by certificated teachers are very good, that 51 per cent. are good, 33 per cent. fair, 9 per cent. indifferent, and 2 per cent. bad. Three of the schools in the list considered bad, and two in the list considered indifferent, are no longer under inspection, as the grant has been withdrawn on account of inefficiency. If these were deducted from the table of certificated teachers, it would make a considerable difference in the centesimal proportion of the 'indifferent and bad' lists. Besides these five schools, four of the other schools considered indifferent, receive no Government money, although the teachers are certificated.

Effect of this upon the teaching.

Comparison of the teaching in schools under certificated with that of those under uncertificated teachers.

With respect to the schools where the teachers are not certificated, we find that 0·5 are very good, 21 per cent. are good, 37 per cent. fair, 22 per cent. indifferent, and 19·5 per cent. bad. The school, which is classed as very good in the second table must not be considered as an uninspected school, though it is not in connection with the Privy Council system. The teacher is not certificated, but the school is visited by the Dick Bequest inspector.

Or to put the same comparison in another shape: it appears that in schools under certificated masters, the two higher classes (very good and good) are as 56 per cent. to 44 per cent. in the three lower (fair, indifferent, and bad); while in schools not under certificated teachers, the higher classes are as 21·5 to 78·5 per cent.

RESULTS OF TEACHING WHERE TEACHERS HAVE GOVERNMENT CERTIFICATES.

Description of Schools.	Total No. of Schools.	Certificated Masters.	Certificated Mistresses.	TEACHING.					Schools not Examined.	Total Schools with Certificated Teachers.
				Very Good.	Good.	Fair.	Ind.	Bad.		
Parochial, ...	130	53	..	5	24	10	2	2	10	53
Side do., ...	26	7	..	..	4	2	..	..	1	7
Female do., ...	8	..	6	..	1	1	1	..	3	6
General Assembly, ...	26	14	2	..	5	3	2	..	6	16
Christian Knowledge Society, ...	15	1	2	..	2	..	..	..	1	3
Free Church, ...	74	37	2	2	13	11	..	..	13	39
Episcopal, ...	9	6	1	..	2	1	2	..	2	7
Roman Catholic, ...	4	..	2	..	..	1	1	..	..	2
Subscription, ...	67	20	9	..	9	9	3	..	8	29
Infant, ...	8	..	8	..	2	..	..	..	1	3
Endowed, ...	14	4	..	..	1	2	..	..	1	4
Proprietary—(Boys'), ...	12	5	..	..	1	3	1	..	..	5
Do. (Girls'), ...	34	..	14	..	6	8	..	..	6	14
Private adventure, ...	50	..	1	..	..	..	..	1	..	1
Miscellaneous, ...	7	8	..	..	1	1	1	..	..	3
	484	150	42	7	71	47	13	8	51	102

RESULTS OF TEACHING WHERE TEACHERS HAVE NOT GOVERNMENT CERTIFICATES, AND ARE NOT UNDER GOVERNMENT INSPECTION.

Description of Schools.	Total No. of Schools.	Masters.	Mistresses.	TEACHING.					Schools not Examined.	Total Schools not Inspected.
				Very Good.	Good.	Fair.	Ind.	Bad.		
Parochial, ...	130	77	..	1	19	18	10	5	24	77
Side, do., ...	26	19	..	..	3	7	4	3	2	19
Female do., ...	8	..	2	..	..	2	..	..	..	2
General Assembly, ...	26	7	2	..	3	2	..	..	5	10
Christian Knowledge Society, ...	15	16	2	..	2	2	..	1	7	12
Free Church, ...	74	30	5	..	2	8	5	1	19	35
Episcopal, ...	9	2	..	..	1	1	..	..	..	2
Roman Catholic, ...	4	2	..	..	..	..	2	..	..	2
Subscription, ...	67	28	11	..	5	12	8	4	9	38
Infant, ...	8	..	6	..	..	1	1	1	2	5
Endowed, ...	14	7	3	..	..	2	1	2	5	10
Proprietary—(Boys'), ...	12	7	..	..	..	1	2	..	4	7
Do. (Girls'), ...	34	..	20	..	1	4	2	5	8	20
Private Adventure, ...	50	13	87	..	3	10	6	14	16	49
Miscellaneous, ...	7	3	1	..	1	..	..	1	2	4
	484	205	89	1	40	70	41	37	103	292

The disproportion between the two highest and the three lowest classes of schools is very remarkable. It is due partly to the preponderance of indifferent and bad schools in the private adventure list, but chiefly to the number of uncertificated masters teaching in uninspected schools, who fail to bring their schools up to the standard of good. The stimulus of inspection just makes the difference in many schools between fair and good, and not exclusively in the teaching, but in the tone, discipline, and general efficiency of the whole school. Unless, therefore, these estimates are very far away from the mark, they should be conclusive as to the efficacy of the

Privy Council system, and when they coincide with the all but universal opinion upon the subject, they go far to confirm the wish expressed to us by one of the best parochial teachers in Scotland, that 'every school with any claim to a public existence should be under Government inspection.'

But when we come from the general question of inspection to the special one as to how inspection should be conducted, we find no unanimity of opinion. The first difficulty is as to the possibility of common as distinct from denominational inspection. This, however, is more apparent than real. Some teachers said that they would not like their schools to be examined by a Roman Catholic inspector, and probably Roman Catholic teachers would not wish to have their schools examined by a Protestant. Others went so far as to say that it mattered little what the inspector's denomination might be, so long as he was a qualified man, impartial, faithful in his work, educated, and a gentleman. At the same time, frequent complaints were made of the expense of the present denominational inspection, from men in all ranks of life and of all denominations. The actual number of inspectors could probably not be reduced. If all schools were under inspection the number would require to be considerably increased, but, speaking roughly, it was estimated that in travelling expenses, and in waste of time spent in travelling by the inspectors of the four denominations, both money and time were squandered to an extent that would make the income of one additional inspector, and save the time of another. These estimates were not reduced to figures, but, right or wrong, the complaints remain as an indication of the feeling in the country on the subject.

When, however, the details of the several systems of inspection were discussed, we found great difference of opinion with regard to the Old as distinct from the New Code. Many objected to the individual examination as now conducted under the Revised Code, but this objection was confined to teachers whose schools were likely to come out badly under the searching inquiry of such an examination. Not a single teacher who had a thoroughly good school objected to the principle of individual examinations. Some of the best teachers disapproved of some of the regulations of the Revised Code, but they all to a man approved of the method of examination. It cannot be disputed that an individual examination is the only mode of testing the efficiency of a school satisfactorily to teacher, scholars, and inspector. We heard of inspectors under the old system coming to a school, seeing a class or two, perhaps flooring the best class in the school by some crotchet, or trick of examination, and going off with an unfounded prejudice against the school, which no efforts of the teacher could overcome, even in subsequent years. Or, on the other hand, a sharp teacher could pick up an inspector's peculiarities, and drill half-a-dozen of the cleverest children in his ways, and could thus deceive him, and make the school put on an appearance of efficiency which was fundamentally unreal, and which the individual examination could not fail to disclose.

Objections
to this
system.

The only objections to the principle of individual examinations of any importance that were urged upon us were, the length of time occupied by the Standard system, and the 'wooden uniformity' to which all children, clever or dull alike, are to be brought. The first objection has no foundation. Inspectors assured us that little or no difficulty is felt on this score. If the school is well organized, and there is no inattention on the part of the children, which can almost always be insured in good schools, the work can be done in very little longer time than it could honestly be done under the old system, and the necessity of getting through the whole work, acts as a check upon any feeling of languor or indolence which occasionally besets even an inspector. The second objection is more serious. It will be considered later. In the meantime, it is enough to say what this wooden uniformity does. It brings the children of the working classes so far on that every one in the school who comes up to it is able to read fluently at sight, is able to write accurately from dictation, and cipher correctly as far as bills of parcels, and this at an age when many children taught on no principles of uniformity can do little more than read inaccurately, and with no understanding, and say the questions in the Shorter Catechism.

Advantage
of the sys-
tem. The
inspector
has actual
evidence
of what the
school can
do, and not
merely an
impression.

But the most satisfactory part of the examination is that the inspector has actual data upon which to form his estimate of the proficiency of the school. He has not merely an *impression* that it is a good, or a bad, or an average school; he has the actual evidence of how many children can read, and how many cannot, and how many can do the standard arithmetic, and how many can write accurately from dictation. And as a corollary upon this, the inspector has the power of increasing or reducing the money grant to the teacher in proportion to the efficiency or inefficiency of the school. This is a most important matter, and should always be kept in view. Under the old system, when annual and augmentation grants were paid according to the certificate, a teacher who was successful in his examination might go on doing very little good for a period of years without suffering any diminution of his grant. The inspector had no power of *reducing* the grant. He had only the power of *refusing* it altogether, and this was never done except in flagrant cases of inefficiency, and in those cases only after repeated annual warnings. The consequence was that a great deal of the Privy Council money was squandered on inefficient teachers. This cannot happen now if the inspector does his duty. These are the strong points in favour of the individual examination, and it is just because this evidence is undeniable, and is a record for or against a school, and because the teacher gains or suffers accordingly, that good teachers like the system, and bad teachers dislike it. Whatever changes may take place in Scotch education, it is of the most urgent importance that the individual system of examination be maintained, and that teachers be paid 'according to results.' These are the only guarantees that every child who comes to school must be brought up to a certain proficiency in reading, writing, and arithmetic, whereas under the old system half of the scholars may

Individual
examina-
tion and
paying by
results
must be
main-
tained.

dream away their time in doing nothing, and leave what is reputed as a good school as ignorant as when they entered it. This was the abuse that was found to exist in England, and led to the introduction of the Revised Code. It has been found that the ratio of failures in writing and arithmetic is much higher in Scotland than in England, *e.g.*, in 1864 the failures in Scotland were

In writing, 28·6 per cent., against 13·98 in England.

In arithmetic, 33·4 per cent., against 23·69 in England.

In this state of matters there is no reason to suppose that the abuse of educational machinery is confined to England.

If, then, the individual examination is to be upheld, and ‘pay-
ment for results’ to follow, the question arises, What are the sub-
jects on which the children are to be examined? This at once
launches us into the grave difficulties of the Code. The six Stan-
dards, according to which the children are examined under the Code,
rise from the merest elements,—in reading a narrative in mono-
syllables, in writing, the formation on a slate from dictation of letters,
capital and small in manuscript, in arithmetic, the formation of
figures from 1 to 20, and the addition and subtraction of figures
up to 10,—to proficiency in the three necessary subjects; in read-
ing a short paragraph in a newspaper, in writing a similar para-
graph, slowly dictated once by a few words at a time, in arithmetic,
a sum in practice or bills of parcels. Children of six years old are
supposed to be capable of passing the first, and children of twelve
the sixth Standards. Practically, however, the age is not fixed.
The rule is that the teacher presents the children according to his
idea of their proficiency, but once presented in one Standard, they
must at the next inspection be presented in a higher one, whether
they pass or fail.

The opposition to the Code in Scotland is on the ground that the
Standard system lowers the traditional quality of the instruction given,
more particularly in the parochial schools. If the Standards are to
remain as they are, and the teacher is to be paid by the number of
children who can pass, and not for those who remain in school after
they have passed Standard vi., then those who teach the higher
branches will get no remuneration from Government for the time
spent upon those branches—consequently teachers will give up teach-
ing them. The pride and glory of a schoolmaster’s profession will be
destroyed; that considerable class of scholars who now go on to the
Scotch Universities from the parochial schools, and others on their
model, will cease to exist; the tone and character of the traditional
Scotch parochial education will disappear, and our scholastic training
will be reduced to the uniformity of English elementary schools. That
is the interpretation of the objections urged to the principle of the
Code. They are supplemented by the complaint that it was in-
tended for England, and English denominational difficulties, and
that those who framed it were not familiar with the school and uni-
versity system of Scotland.

It must be admitted that these are not trivial objections. The
class of young men who come from parochial schools, and schools

The Re-
vised Code.

Grounds of
the oppo-
sition to the
Revised
Code in
Scotland.
Opposition
to the prin-
ciple of
the Code.

Arguments
in favour of
this opposi-
tion.

founded on their model, is considerable; and though under great difficulties and deprivations, these men often surpass their wealthier class-fellows, who have been educated at the best schools in the country.

The returns collected in the parishes visited by us show that the number of scholars who go from the *parochial* schools annually is not large. There were 10,865 scholars on the rolls of 130 parochial schools when visited, and these numbers have not varied much within the last five years; but only an average of twenty-five scholars, or 0·23 per cent., have gone to the universities during those years from these 130 schools:—

No. of Parish Schools.	No. of Scholars who went to a University in					Total.
	1860.	1861.	1862.	1863.	1864.	
130	37	21	28	20	20	126

But the rolls of the Humanity classes in Edinburgh University show that 20 per cent. of the students came direct from parish, Free Church, or General Assembly schools, in the session 1863-64; 21 per cent. in the session 1864-65; and 29 per cent. in the session 1865-66,—of whom 29 per cent. attended the junior, and 18 per cent. the senior classes. From one rural parish in Aberdeenshire, the population of which is about 2000, the teacher in seven years has sent up thirteen students to college, of whom nine went direct, and four after one quarter at a grammar school. Seven of these gained bursaries to the amount of £404. In the bursary competition at the Aberdeen University for 1865, 12 per cent. of the candidates mentioned in the Order of Merit came direct from parochial schools, and 43 per cent. had been originally educated at parochial schools.

The objectors to the system have thus a great deal to say for themselves, if it be true that the higher branches cannot be taught by the same man who has to bring the whole school to a fixed standard in the elementary branches. And it unquestionably would be of the greatest importance to education if Government would pay for higher as well as elementary branches.

Arguments
against this
opposition.

But, on the other hand, Government lays it down as a rule that the State is not bound to pay for the education of future ministers and doctors, and Indian civil servants. The duty of the State is to obtain the greatest quantity of reading, writing, and arithmetic for the greatest numbers, and to send the sons of the labouring classes away from school able to read a newspaper with ease, able to write a tolerably spelled intelligent letter without a painful effort, and able to work the simple rules of arithmetic. And the question comes to be, is the one idea of education to be sacrificed to the other? Is it of more general importance that half-a-dozen children should be highly trained in each school, so that some may be qualified to enter the universities, and become distinguished

men, or that the whole mass should be thoroughly grounded in reading, writing, and arithmetic? Teachers say that under the Revised Code they must neglect the higher branches. One very efficient teacher said, in answer to a question as to how he found the Code to work in his school, 'Well, I must be frank, and acknowledge that I had to neglect my higher work this year, otherwise I never could have got the bulk of the school to pass the Standards. Not that the Standards are too high—at least the higher Standards,—but it is the constant drilling up to a point that occupies time; and that is how I had to neglect the higher branches.' The inference here is inevitable. If the Standards are not too high, so that the bulk should pass, then it is clear that the bulk had been neglected before, for the sake of the few learning the higher branches. And it is against this that the Revised Code is levelled.

This is but a specimen of what is too common, or was too common before the individual examination system came into operation. Teachers who teach Latin and Greek to any extent, are very apt to neglect the younger, or at least the less intelligent of the younger children. If, as many good teachers tell you, their main pleasure is in teaching classics, it must be anything but a pleasure to them to teach the alphabet, or the elements of arithmetic. And when there was no recognised standard of proficiency for them to look to, and to which they had to bring on each child in his respective class, they were satisfied if two or three came up to a vague standard in their own minds, and neglected those who did not. Hence it is that in those of the old-fashioned parish schools which we visited, we found, not unfrequently, a class of three or four boys in Latin, two of them, perhaps, the minister's sons, and one the teacher's, about a fourth part of the school able to read well, and to write well in copy books, and to do a little arithmetic, but the other three-fourths unable to spell, or to do the simplest sums in arithmetic, and able only to read indifferently. It is quite possible that those three or four boys might go on to the university, and do well there, but what becomes of the rest of the school? They leave it without having acquired even the rudiments of any sort of knowledge. When it is remembered that in the agricultural, mining, and fishing districts the requirements of labour take children away from school at twelve or thirteen years of age, and few but those of a higher class are able to stay longer, it seems more equitable that a teacher's full time should be given to them, rather than to a minority, whose parents, in nine cases out of ten, could now-a-days manage to send them to some neighbouring town, where they would find schools, the object of whose existence is to prepare for a university career. Or, as it was suggested, would it not be possible, in order to get over the difficulty, to re-organize the schools in such a manner, that in every district comprising three or four parishes, there should be one school established, intermediate between the elementary schools and the universities, to which clever lads from other schools in the neighbouring parishes might be advanced, and there prepared for the universities. In that event, the

Means suggested to meet this opposition.

Standards might remain as they are at present, and teachers in the elementary schools might then devote their time and energies to prepare the whole school to pass the Standards; and as the children were able to pass Standard VI., they might then be advanced to the district school, if they showed ability, or they might go out to labour with at least a thorough foundation in reading, writing, and arithmetic, sufficiently high to qualify them to read, write, and cipher without conscious difficulty, and with such ease that they could take pleasure in reading a newspaper or writing a letter, or could perform without effort such arithmetical operations as occur in the ordinary business of life. Other suggestions were made, pointing in the same direction. Some suggested additional standards; others a graduated scale of payment for the different standards; and others the necessity of assistants for the elementary branches exclusively in all schools, or at least in all parochial schools. And there is reason in all these suggestions, and the question reduces itself to one of practicability. The point to aim at is the combination of the two systems, the Privy Council and the old parochial; but if they are to be separated, it surely is desirable that the majority should not be sacrificed to the very small minority.

Point to aim at is a combination of the Privy Council and the old parochial systems. Opposition to the special enactments of the Code.

The other objections to the Code were rather to its special enactments than to its principle. They were what are now considered as the stereotyped Scotch objections to it,—viz. (1.) The inquisitorial character of the inquiries as to the parentage of the children; (2.) The difficulty of securing the requisite number of attendances; (3.) The hardship upon thinly attended schools; (4.) The calculation being based upon the day of the inspector's visit; (5.) The fact that the Code strikes at permanent endowments; (6.) The necessity of presenting a scholar who had failed one year in a higher standard the following year; and (7.) the simultaneous teaching of reading, writing, and arithmetic from infancy.

(1.) The inquisitorial character of the inquiries as to the parentage of the children.

The first of these objections is strictly national, and whether sound or not, is unquestionably felt throughout the country. It is perhaps the one objection to the Revised Code in which the majority of the inspectors concur with the teachers. They acknowledge the greatest difficulty in working this regulation; some even go so far as to say that it is impossible to work it. If they were to insist upon it in its full strictness, they would deprive the teacher, in many cases, of his grant, where the parents, though nominally not making their living by manual labour, are really less able to pay their children's school fees than many whose whole living depends upon their manual labour. Take an instance that was suggested by one of H. M. Inspectors. A farmer has a good farm, but is known to be in arrears for rent. He may have a large family of children, and be a poorer man and less able to pay school fees, than his own ploughman, who has only one child at school. But the latter makes his living by manual labour, and the teacher is paid for his son, whereas the farmer is not making his living by manual labour, and the teacher is not paid for his two or three sons. It is true that a certain discretion is used by the inspectors in their recommendations, but from whom do they get the information on which to use their discretion?

In most cases from the teacher, whose interest it is to make the parents out to be as poor as possible, in order that he may get the money for the child. He knows that the inspector feels a delicacy in instituting minute inquiries as to a man's poverty, and he will be quite safe if he gives a general idea that the parent of the child is not in good circumstances. How these difficulties are overcome in the English Protestant Dissenting schools we cannot pretend to say, and the reports give no information; but the fact is certain, that in Scotland there is a concurrence of opinion against this regulation. If it be enforced in this country, teachers will suffer by it; inspectors will be unable to carry it out; and both managers and parents will continue to look upon it as inquisitorial, and as repugnant to Scotch feeling.

The second objection, the necessity, namely, of securing the requisite two hundred attendances, is also an important one, and very difficult to get over in the agricultural and Highland districts of Scotland. Two hundred attendances, or one hundred days, implies a regular attendance at school for five months in the year. As has been already said, there is no organized school attendance before Martinmas, and the older children begin to leave school at the end of April for field and other labour. If, then, a child over twelve years of age is to make out his two hundred attendances, he must hardly miss a day from Martinmas till May. In severe winters this in the Highlands is impossible, and in ordinary winters, sickness may very often keep a child at home for three or four days, or a sufficient length of time to prevent him from fulfilling the stated number of attendances. The younger children, again, do not attend with much regularity in winter, and even in their case it is often no easy matter to make up their full number of one hundred days. Of course, the object of the enactment is to insure regularity of attendance, and to some extent it will insure it. But where it fails to do so, the punishment falls not upon the parents, who may be the cause of its failure, but on the teacher; and although the rule is that a good teacher has a good attendance, there may be instances where causes over which a good teacher has no control may prevent attendance, and lead him to suffer for what is no fault of his. If the number of requisite attendances was reduced one fourth, it would be acceptable to all teachers, and overcome a real objection to the Code, against which there are already so many unreal objections.

The third objection is, that small schools, of which at present there are many in Scotland, would suffer by a capitation grant, whereas schools not necessarily more efficient, with a large attendance, would gain. This is not of great weight. Small schools are of two kinds in this country, those in remote and thinly peopled districts, and those that owe their existence to sectarian rivalry. For the first class, provision might be made by fixing a small annual allowance for schools in remote districts, independent of their numbers, and, as for the second class, under a new and undenominational system they would cease to exist, and one national school would secure the attendance of the children, which at present is divided.

(2.) The necessity of securing two hundred attendances.

(3.) Hardship of a capitation grant upon small schools.

(4.) The fact that the calculation is based upon the day of the inspector's visit.

The fourth objection, though not so baseless as some others that have not been noticed, does not seem of much importance; or rather, it is impossible to substitute any other means of regulating the system. How can an inspector judge of the condition of a school, except by those who are presented to him for examination? It has been suggested that he should strike an average, founded upon the numbers that have passed and failed, and make an allowance for those who have completed their attendances but are absent on the day of inspection. But the result of this would be that all those who are likely to fail would be told by the teacher to remain at home, and he would thus get as much good from the failures as from the passes, and so would stultify the system. Occasionally, as in the event of an epidemic, the teachers may suffer by strict adherence to this regulation on part of the inspector. But if the inspector's visits be well arranged, the suffering entailed by this regulation must be very occasional, and the teacher must take his chance, as men do in all professions. But on this point it may be well to suggest that, where practicable, the inspector should visit the different schools in his district during the winter months, when the attendance is at its best. Why should the examination of the Normal school students take place in December? Might it not come off in summer? Two weeks are occupied in that month by inspectors in examining the Normal schools, when the country schools are at their best. In the same manner, could it not be arranged that town schools should be inspected in summer, and country schools in winter? The fifth objection is, that the Code strikes at permanent endowments, and that if it be enforced in this respect, it will have the tendency to discourage future benefactors from bequeathing money to education. On this subject it is not easy to form a judgment. Government professes only to supplement education, and should be called upon to pay for it only when it is not paid for otherwise. Most of the endowed schools, if we may here include the schools which enjoy the Dick, Milne, and Ferguson Bequest, that were visited, were certainly doing their work satisfactorily; but at the same time the teachers were infinitely better paid independently of the Government grant than unendowed teachers were with it. The Aberdeenshire schools were all rich prizes for qualified men, and we were not convinced that it was desirable to make them richer. But, on the other hand, the teachers out of the three Dick Bequest counties, were, on the average, far from well paid for the work done by them, when it was well done. As will be shown hereafter, the tendency should be to raise rather than to lower the teachers' salaries throughout the country. No correct opinion can be held as to the possible effect on future benefactors if the grant were withheld in cases of endowment. The causes that go to influence a man to bequeath his money to educational purposes are so various and inscrutable, that no reliance can be placed on any prophetic opinions on this head. The sixth objection is that a child once presented in a given Standard must be presented in a higher Standard at the next inspection, even if he fail. The reason of this enactment is that it is assumed that in all well taught schools, children who have been

(5.) The fact that the Code strikes at existing endowments.

(6.) The necessity of presenting the children in higher Standards each year.

present the requisite number of times ought to pass; and if the teacher cannot bring every child up to the Standard he must take the consequence; but the result of this may be that an exceptionally stupid child may be a dead loss to the teacher during the whole six years of his school attendance. And it seems not unreasonable that, in the event of failure in, say the Third Standard, one year, he should be allowed to be presented in the same Standard the following year; in which case he would be expected to pass, and should not be permitted to remain a third year on the same Standard. The teacher would lose by him the first year, and would have to bestow two years' work for one year's pay; but he would not suffer a dead loss by the child's stupidity. Or, to adopt the suggestion made by Dr. Woodford in his General Report for 1865, Why should the Code not be modified to the extent that children who fail to pass Standard I., and are not over seven years of age when examined, might be presented in that Standard again? Such a modification would meet the complaint urged by teachers, that they are made answerable for the delay of parents to send children to school till they are just old enough to be presented in Standard I., but too late for the requisite amount of training. The seventh objection is unreasonable. The tradition and custom in the Scotch schools has been to teach nothing but reading and the Catechism for the first two or three years of a child's school life. The reason of this was, not that the child cannot learn other things, because if he can learn the Catechism at six or seven, he certainly can learn to write the letters on a slate, or the figures on a black-board, but that it gave less trouble to the teacher to hear him read and say his 'Questions' than to teach him other things, and that it occupied less of his time, so that he had more to devote to the far advanced scholars. Now, however, that the novelty of the change has worn away, and teachers are satisfied that Scotch children are not less capable than English children of learning arithmetic at an early age, they are becoming reconciled to the change, and in this and most other points, they begin to acknowledge with Mr. Neil, the parochial master at Dornoch, that 'the Revised Code, with attendance enforced by enactment' (or modified to one hundred instead of two hundred attendances), 'social distinction abolished, and more latitude afforded to the higher branches, would be an excellent and workable system, and so equitable that no teacher could have any ground of complaint against paying for results.'

(7.) The simultaneous teaching of reading, writing, and arithmetic.

The strenuous and successful opposition to the Code in Scotland was, so far as we could learn, made in ignorance of its effects; and now that it has been partially tried, the bitterest enemies to it in this country begin to acknowledge their adherence to it. It might be modified in some of its minor provisions; but the main principles on which it rests, that of individual examination, and that of 'paying for results,' should be upheld at all hazards, as essential points in educational reform. *If these principles are established, the effect cannot fail to be most beneficial both on teachers and scholars. 'On teachers, the effect will be this'—to quote Mr. Middleton's opinion, as expressed in his answers to the queries sent to him,—

The opposition to the Code was made in ignorance of its effects.

Mr. Middleton's opinion as to the effect of the Code on teachers and scholars.

‘they will feel for the first time the necessity of teaching their schools evenly, of paying more just attention to the junior classes, of seeing that the reading-books are not too difficult, of relying less upon clever duxes and their highest class, of seeing that all school progress be real and not imaginary, of securing silence, order, and honesty among their pupils. And in scholars, the effect will soon be found to be most beneficial. I hope, in a very few years, no child who has been two or three years at school will leave it unable to read, write, or do simple arithmetic. For mine, field, and factory work, children now leave school too early. The industrial condition of the country demands this, else it would not exist. For the benefit of this large class of children, as of all children, I am satisfied that the Revised Code examination is fraught with more good than either its friends or its enemies can yet divine.’¹

Results. § 5. The conclusions at which we arrive from the foregoing chapter are:—

(1.) That the difficulties raised by the Privy Council as to the conditions upon which they give building grants for new schools tend to embarrass country managers; and the rigid adherence to their conditions in all cases, though occasionally a wholesome check upon erection of unnecessary schools, might sometimes be relaxed with advantage.

(2.) That the principle upon which annual grants are given, viz., that the existence of an efficient school proves the necessity of that school, is not an economical one. It leads to the support of unnecessary schools, which, but for the Council grant, would not exist.

(3.) That great uncertainty prevails as to how far teachers may hold other positions, and be engaged in other employments besides that of teacher, and receive annual grants.

(4.) That the regulation in the New Code, by which it is to be enacted that there must be a sewing-mistress in every school receiving Government money, may press heavily upon some teachers and parishes, and will have the effect of multiplying sewing-mistresses to an unnecessary extent.

(5.) That the system of Government inspection, as introduced by the Privy Council, has proved most beneficial to all schools that are subjected to it. This is the opinion of all who have had experience of it. If possible, it should be extended to every school that has any claim to a public existence in Scotland.

(6.) That the principle of the Revised Code, viz., the individual examination of every child in every school, and payment according to the result of this examination, should be maintained in all inspected schools.

(7.) That certain modifications should be introduced into the enactments of the Revised Code before it is finally adopted in Scotland.

¹ Answers given by Mr. Middleton.

CHAPTER VII.

The Dick and Ferguson Bequests.

§ 1. THE Dick, Milne, and Ferguson Bequests are the most important sources of income which Scotch schools enjoy, beyond the legal assessment for the parochial schools, and the Government grants from the Privy Council. An annual sum of nearly £9000 is divided among schoolmasters from these three bequests,¹ and when inspectors, clerks, and incidental expenses are included, it will appear that more than £10,000 a year comes out of these funds, to be annually expended on the children educated in parochial schools, and schools founded on their model.

We have already noticed the working of the Milne Bequest.² We propose here to state very shortly our experience as to the operation of the Dick and Ferguson Bequests.

The origin, character, and administration of the Dick Bequest ^{Dick Bequest.} have been so ably and fully handled by Mr. Laurie, in his Report ^{quest.} to the Trustees of the Bequest,³ published within the last few weeks, that it would be mere repetition in us were we to enter minutely into these subjects. We shall therefore confine ourselves to the general outline of the operation of the Bequest, and to the condition of those schools on the Bequest which came under our notice.

Mr. Dick died in 1828, bequeathing nearly the whole of his fortune to the maintenance and assistance of the parochial schoolmasters in his native county, and in the neighbouring counties of Banff and Aberdeen. The Bequest amounts to a capital sum of £118,787, 11s., which is invested in landed securities in Scotland, and yields a large annual income. In 1864, £4344, 13s. 9d. was divided among the schoolmasters on the Bequest.

The distinctive peculiarity in the administration of this Bequest, when compared with either the Milne or Ferguson, is that teachers are not entitled to participate in it simply by virtue of their being teachers. The annual grants are given as rewards for good scholarship and efficient teaching. The trustees have instituted a searching examination in literature and science, and they exclude all

¹ Dick Bequest,	£4344	13	9
Milne „ (75 schools at £20 each),	1500	0	0
Ferguson „ (284 schools at £10 each),	2840	0	0
	£8684	13	9

² Chap. ii. p. 29.

³ *Report on Education in the Parochial Schools in the Counties of Aberdeen, Banff, and Moray, addressed to the Trustees of the Dick Bequest.* By Simon S. Laurie, Visitor for the Dick Bequest, etc. Constable, 1865.

teachers entering on the charge of schools from participation in the Bequest until they have passed this examination. The subjects on which they are examined are Latin, Greek, English Grammar and Literature, History (ancient and modern), and Bible history, Geography (mathematical and physical), Elements of Physics, Arithmetic, Geometry, Algebra, and Trigonometry. Teachers who desire to participate in the Bequest are required to pass this examination not later than the third opportunity after the date of their appointment. To gain distinction, for which a proportionally higher grant is given, candidates must pass the whole examination at one sitting, and their papers must be above average. Those who pass with high proficiency get an immediate pecuniary reward, in addition to a higher grant. The result of these regulations is, that the examination is a genuine and searching test of scholarship, and in it graduates of Aberdeen University are not unfrequently rejected.

After the examination is passed, the teacher is entitled to participate in the Bequest so long as he discharges his duties to the satisfaction of the Visitor. But the annual grant is not uniform. It is regulated on a sliding scale, so that inefficient and efficient teachers are not paid at the same rate. Marks are credited to teachers, and their annual allowance is settled by the trustees, according to the teacher's returns, checked by the Visitor. These returns are made under the heads of—(1.) Attendance throughout the year; (2.) Numbers in attendance for six months; (3.) Numbers learning the higher branches (grammar, geography, mathematics, Latin, Greek, and French); (4.) Salary paid by heritors; (5.) Amount of fees; (6.) Number of scholars taught gratuitously; (7.) Scholarship, as determined by the examination of the teacher; and over and above these points, additional allowance is made, under the head of Merit in Teaching, when a school is more than usually efficient.

This system of examination and graduated grants according to efficiency appears to work very well. It is not unlike a combination of the Old and New Codes,—the examination grant representing the value of the certificate, and the annual grant for efficiency representing the principle of payment by results. The obvious difference is, that the one system encourages and the other discourages the teaching of the higher branches. On this subject we have already touched.

In Aberdeen, Banff, and Moray, there are 154 parochial schools. Twenty of these are excluded from participation in the Bequest, on account of non-compliance with the regulations of the trustees. The remainder are inspected by the Visitor once in two years, the report given by the Presbytery being generally accepted in the intervening year. We visited nineteen schools out of these 134, but were able to examine only nine of them. Of these nine schools we considered that the teaching was very good in three, good in four, and fair in two. The buildings were good in thirteen cases, fair in one, and indifferent in five. Six of the teachers were certificated, and assistants were employed in three of the schools. These nineteen schools drew altogether £671, 7s. 4d. from the Dick Bequest, or

Condition
of the
schools
visited
which par-
ticipate in
the Dick
Bequest.

an average of £35, 6s. 8½d.; but the rates varied considerably, one school, which we considered very good, drawing £44, 12s. 1d., and another £28, 6s. 1d. Eleven of these schools received £20 each from the Milne Bequest, and all of them were inspected by the Visitor for these Bequests.

The general impression which we gathered from our visit to these schools was, that the teachers are more highly educated, and that the whole tone of the parochial school is higher in these counties where the Bequest applies than in any other part of Scotland. Perhaps it may be that we were fortunate in selecting parishes where the teaching was unusually good, but we heard of some schools not visited with characters as high as any of those visited, and we also heard of some schools aided by the Bequest, where the teaching gave dissatisfaction to the parishioners. It would be invidious to mention these by name, but though no inefficient schools participating in the Bequest were visited or examined by us, it may be as well to state that rumour points to the existence of inefficiency. Judging, however, by what was presented to us, the distinct impression left upon our minds was, that the Bequest was admirably managed, and had already done a great deal of good in the counties to which it was applied, both in raising the character of the teachers and of the teaching.

Estimate
formed of
the teach-
ers and
teaching
in these
schools.

It is alleged in some quarters that the more elementary branches are neglected in the Dick schools, and that teachers devote all their time to the education of those scholars who are learning Latin and Greek, with a view to the bursary competitions at the University. We found no justification of this allegation. Teachers undoubtedly are gratified by the success of their pupils at the University. There is a keen competition among them to bring those of the children attending their schools who are learning Latin and Greek up to as high a pitch of proficiency in those subjects as they can, in order to carry off bursaries for their school, and the number of bursaries gained by a particular school is recorded in the annals of the school, and is justly considered an advertisement of its efficiency. But in those nine schools which were examined, there was no indication that the one branch of education was neglected for the other. In all of them, the younger children seemed to engross as much of the attention of the teacher as the older children, and the dictation of the higher, and the reading and spelling of the younger classes were certainly as good as the elementary work of the best schools in other parts of the country, and very much better than the work done in the average schools. In one of the schools examined, 49 children wrote from dictation, and, owing to the excellent discipline of this school, more work was done by the children in half-an-hour than in almost any other in two hours. In another school, 35 children wrote from dictation in English, while four of the best scholars did two pieces of Latin prose of considerable length.

In all these schools, there were one or two classes in Latin and Greek. In Latin, Virgil, Horace, and Livy were principally read, and versions were written by the best scholars daily. In Greek

they were thoroughly drilled and grounded in grammar, but few of them were further advanced than Xenophon. Greek prose was not commonly taught, though one or two boys were in the habit of doing short exercises occasionally. Latin and Greek verses were very rarely attempted.

Looking, therefore, at the higher, as well as the elementary work performed in these schools, and at the character for scholarship which the teachers possess, no one can doubt that this judiciously managed Bequest has been of great service to the cause of education in the country. Arguments might be drawn from it on many points of school discipline, and of education generally, and not the least convincing is that which shows that the position and emoluments of at least one teacher in every parish should be raised above what they are at present, and kept as high as possible.

Ferguson
Bequest.

§ 2. The Ferguson Bequest applies to the following six counties in the south-west of Scotland, viz., Ayr, Wigton, Lanark, Renfrew, Dumbarton, and the Stewartry of Kirkcudbright, having a population, according to the census of 1861, of 1,144,722, or upwards of one-third of the whole population of Scotland. In these counties there are about 800 public schools, and of these 284 receive aid from this Bequest, all parochial and infant schools being excluded.

Before participating in the Bequest, the inspector makes a personal examination of each school for which application is made, after satisfying himself that a Presbyterian body has the control over, or management of the school, and this is the only condition necessary to be fulfilled. If, on examination, the school proves to be deficient, but yet is likely to improve, the inspector tells the master of the deficiency, and also tells him where the deficiency lies, so that he may have it corrected at the next annual visit; and then, if the school is in an efficient state, the master receives a grant, which varies from £5 to £20. The amount is said to depend partly on the efficiency of the school, and partly on the poverty of the district in which it is situated. Unlike the Dick Bequest, this amount does not annually vary with the quality of the teaching, but in some cases where the teacher is doing well, the grant may be increased considerably; and if the inspector think that the school committee ought to increase the teacher's salary, he may recommend £10 additional to be given from the Ferguson Bequest, on the condition that the Committee give other £10. Unlike the Dick Bequest system, also, the teacher is not required to pass any examination before he is admitted to participation. It rarely happens that a teacher is struck off the scheme when he has once gained admission. When this has happened, it was on account of either the bad moral character of the teacher, or the faulty condition of his school.

Condition
of the
schools
visited,

In the three counties of Ayr, Kirkcudbright, and Lanark, we visited twenty-two parishes, in which we found 89 schools, 28 of these being aided more or less by the Ferguson Bequest.

The denominations of these schools were as under :—

Established Church,	14
Free Church,	7
United Presbyterian Church,	1
Undenominational,	6

which participate in the Ferguson Bequest.

The subjoined table shows the condition of these schools, and the amount of money expended upon them :—

TABLE OF SCHOOLS AIDED BY FERGUSON BEQUEST.

No.	BUILDINGS.				SCHOLARS.			MAS-TERS.		PAID MIS-TRERS.		ASSISTANTS.			TEACHING.				Schools not Examined.	Amount of Bequest.	
	Good.	Fair.	Indiffer-ent.	Bad.	Accoun-modi-fication for	On Roll.	In at-tendance	Certifi-cated.	Not cer-tificated.	Certifi-cated.	Not cer-tificated.	Assis-tants.	Pupil-Teachers.	Monitors.	Very Good.	Good.	Fair.	Indiffer-ent.			Bad.
1	1	..	..	..	45	40	38	..	..	..	1	..	..	..	..	1	..	..	..	..	£ s. d.
2	1	..	..	..	84	58	35	1	..	1	..	..	..	..	..	1	..	..	..	..	10 0 0
3	1	..	..	..	112	90	67	1	..	1	..	1	..	1	..	..	..	..	1	..	5 0 0
4	..	1	1	..	115	106	89	1	..	1	..	..	..	..	..	..	..	1	..	..	5 0 0
5	..	1	..	..	96	183	126	1	..	1	..	..	1	1	..	..	..	1	..	1	5 0 0
6	1	..	..	..	100	60	46	1	..	1	..	1	1	1	..	1	..	..	..	..	10 0 0
7	1	..	..	..	333	252	178	1	..	1	..	..	..	..	..	1	1	..	..	..	10 0 0
8	1	..	..	..	45	65	48	1	..	1	..	1	..	2	..	1	..	..	..	..	5 0 0
9	1	..	..	..	151	132	98	..	1	..	..	..	..	..	..	1	1	..	..	..	10 0 0
10	..	..	1	1	64	63	47	1	..	..	1	..	1	..	..	..	1	..	..	..	8 0 0
11	..	1	..	..	140	191	150	1	..	1	..	1	1	..	..	..	1	..	..	1	10 0 0
12	..	1	1	1	50	95	67	..	1	..	..	1	1	..	..	1	..	..	..	..	15 0 0
13	..	1	1	..	79	140	102	..	..	..	1	1	1	1	..	1	..	..	..	..	15 0 0
14	1	..	..	..	91	92	80	..	..	..	1	..	..	..	..	1	..	..	..	..	10 0 0
15	1	..	..	..	98	77	68	1	..	..	1	..	..	..	..	1	..	..	1	..	5 0 0
16	1	1	..	..	52	65	42	1	..	1	..	..	1	..	..	..	..	1	..	..	10 0 0
17	1	1	..	..	130	120	97	1	..	1	..	..	1	..	..	1	..	1	..	..	10 0 0
18	1	..	..	..	60	54	40	..	1	..	1	..	..	..	..	..	..	1	..	..	10 0 0
19	1	1	..	..	86	89	87	1	..	..	1	..	..	..	..	1	..	..	..	..	10 0 0
20	..	..	1	..	42	40	33	..	1	..	..	..	..	..	..	..	1	..	..	..	10 0 0
21	..	..	1	..	54	40	32	..	1	..	..	..	..	..	..	..	1	1	..	..	10 0 0
22	..	..	1	1	40	59	44	..	1	..	..	1	..	..	..	1	..	1	..	..	10 0 0
23	1	..	..	..	110	92	80	1	..	..	1	..	..	..	..	1	..	1	..	..	5 0 0
24	1	..	..	..	65	46	35	..	1	1	..	..	1	..	..	1	1	..	..	..	7 0 0
25	..	..	1	..	60	65	55	..	1	..	..	..	..	..	..	..	1	..	..	..	8 0 0
26	1	..	..	..	70	106	82	1	..	..	..	..	..	..	..	1	..	1	..	..	10 0 0
27	..	..	1	..	70	58	47	..	1	..	..	..	..	..	..	1	..	..	..	..	5 0 0
28	..	..	1	..	80	85	71	..	1	..	..	..	..	..	..	..	..	..	1	..	10 0 0
28	15	2	4	7	2476	2552	2008	13	10	6	10	2	11	5	1	12	5	6	4	4	246 0 0

What strikes the attention in regard to the administration of this Bequest, as far as can be gathered from this table, is the difficulty of discerning on what principle schools are aided. The Privy Council grants are given on condition that the teacher passes an examination, that his school is efficient, that the school attendance is good, and that the school building comes up to certain requirements. The Milne Bequest grants are given on the condition that twenty-five children shall attend school. The Dick Bequest grants are given on the established principles stated above. But it is very difficult to make out why some of these schools in the above table receive any money at all from the Ferguson Bequest, and why other non-parochial and Presbyterian schools in the same counties do not receive money from the fund.

The annual grant is given to schools with all kinds of buildings; 54 per cent. are good, 7 per cent. are fair, 14 per cent. indifferent,

and 25 per cent. are bad. A bad building does not appear to influence the amount of the grant. The seven schools that are considered to have bad buildings draw an average of £8, 14s. 3d. each, while in this table £5 is the minimum, £15 the maximum, and £8, 15s. 8d. the average per school.

None of the schools examined are actually bad, so far as the teaching goes, but of the six classified as indifferent, five receive £10, and one the minimum grant, or an average of £9, 3s. 4d., while the twelve schools considered good receive an average of only £8, 18s. 4d. It would thus appear that neither the buildings nor the teaching influences the amount of the grant; and when we divide the districts into mining and agricultural, we find that schools situated in the former draw an average grant of £8, 5s. 5d., while those in the latter draw £9, 2s. 4d. each.

In the same way, dividing schools according to the religious denominations, we find that those connected with the Established Church receive an average grant of £9, 4s. 3d., those connected with the Free Church, £7, 17s. 1d., and those that are undenominational, £8, 13s. 4d. Certificated teachers, again, receive an average of £7, 16s. 3d., while those who are not certificated receive £10, 1s. 8d., and teachers whose salaries are above £60 draw an average of £8, 8s. 9d. from the Bequest, while those whose salaries are below £60 draw £9, 5s. If there is any established principle according to which the grants from this Bequest are given, it must be sometimes disregarded. It certainly appears, from the foregoing analysis of the schools visited by us, that any schools, except the parochial schools, connected with a Presbyterian body, may receive aid from this Bequest, whether the building be good or bad, the teaching efficient or inefficient, the salaries small or great, and the teacher certificated or uncertificated, and that none of these qualifications or disqualifications have any influence with the trustees as to the amount given.

The character of the schools is not affected to any extent by this Bequest. The sums given are not sufficiently large to attract men of higher stamp than the ordinary teachers. They do not pass an examination before participating in the Bequest, so that there is no guarantee that they are well educated. It is, no doubt, a matter of considerable importance to a teacher to get an annual grant of £10 or £15, and the inspector's visit is a good thing for schools not otherwise inspected, except by the Presbyteries, but in other respects, the Ferguson Bequest, so far as it applies to elementary schools, does not appear to exercise much influence upon the education of the country.

CHAPTER VIII.

TEACHERS AND TEACHING.

Previous training of teachers—Other occupations—Itinerant teachers—
 Assistants and pupil-teachers—System of teaching—Religious teaching
 —Secular teaching—Specimens of teaching in different kinds of schools
 —Results.

§ 1. In considering the questions that arise out of the training of the schoolmasters and schoolmistresses in the country, and the effect of previous training upon their teaching, a clear distinction must be drawn between certificated and uncertificated teachers. This distinction leads at once to a comparison between University trained and Normal school trained teachers. There are some teachers who have gone through the whole University curriculum, taken their Master of Arts degree, and attended for a period at the Normal schools besides; there are others who have gained certificates without attending the Normal school at all; and there are the purely Normal school trained certificated teachers. These three classes of certificated teachers are all under official inspection, and their schools bear the stamp of inspection upon them; but in other respects they are very different from each other. There are, besides these, the uninspected schools, where the teachers are not certificated. It is argued by the opponents of the Normal-school system that the tendency of such training is to turn out men of one idea, with little general grasp and small intellectual sympathy, and with a meagre stereotyped fund of illustration. These men, they say, become teaching machines rather than intelligent educators of youth, and introduce the sameness and routine of the Normal school into every kind of school to which they may be appointed. Every one of these accusations is in a manner true. The Normal-school stamp of man is inferior as an intellectual type to the well-trained University man, such as are to be found in the parochial schools in the counties where the Dick Bequest is in operation. As teachers, the former lack the vivacity of mind, and the variety of illustration, which comes more readily to an educated scholar; they are unable to accommodate themselves to different kinds of schools and scholars, and are apt to teach everywhere and everybody upon the same system. But, on the other hand, there is always a certain amount of danger that University men, whose tastes are higher than their work, will find elementary drilling irksome, to an extent that is never felt by the Normal-school men. As a young man direct from the University, a teacher may enter into his work with enthusiasm, and may keep it up for eight or ten years; but his whole ideas are beyond his daily occupation; and if he does not get church preferment, or some promotion from his school-work, he is very apt to become negligent, and to follow a slipshod routine of his own, which is disastrous to the efficiency of his teaching. Such views were expressed to us by a

Training of teachers.

Comparison of Normal school and University trained teachers.

certificated teacher, also a Master of Arts, who had been lately presented to a church after twelve years' teaching. He said that he began to weary of the monotony of drilling children in the alphabet, and to feel his energy and vivacity wearing away. The same feeling, he said, was not uncommon among able University-trained teachers of his acquaintance. They were not unfaithful in their work; but their hearts were not in it, and their minds were centred in the idea of promotion. They did what the late Professor Pillans, as quoted by Mr. Middleton, complained of in University-trained teachers,—‘They were apt to look over the school, to get a sight of the steeple.’ In Aberdeenshire, as before stated, though many of the best teachers looked forward to church preferment, there was no trace of neglect of the younger children in any of the schools examined; but in some of the other counties which are not under the discipline of the Dick Bequest administration, we found conspicuous cases, where men who had been distinguished at the Universities had grown indolent and careless in their work, and took no interest in any part of their school management, except in the classical training of one or two boys, not improbably their own sons, or (as in one case) their own daughters. But we heard of nothing of this sort among the purely Normal school trained teachers. They seemed satisfied with their position, and expressed no views of a more ambitious destiny. Their ambition was to have their school thoroughly efficient in the elementary as well as the higher branches. If they showed a tendency to routine, it was a systematic and not a slipshod routine. The very worst of their schools, even those where the Government grant had been stopped for inefficiency, had the spirit of organization in them, whereas the worst of the other class of schools had not even the pretence of it.

This comparison refers to those teachers who have gone through the full University curriculum, or, at least, have attended long enough to imbibe the spirit of the University. There are other teachers who have been a short time at the University, and others again who have not been at the University at all. As a rule, the Normal school teachers are superior to either of these. Isolated instances there may be, where a man has an enthusiasm in and a natural turn for teaching, and such a man would be in danger of suffering by the cramping influence of a Normal school. These instances, however, are very exceptional, and for one who would suffer, one hundred would gain. It is worth remarking, that in the selected parishes in these counties where the Dick Bequest was not in operation, there were only three Masters of Arts from any University, a good many had been one or two years, and several three years at some University; but only three had actually gone through the whole curriculum, and taken their degree. In Aberdeen and Moray, again, there were only three of the parochial teachers who had not taken their degree.

The teachers, in seven out of the eight schools that are considered ‘very good,’ were certificated. In four they were Masters of Arts, and the teacher in only one of them was trained exclusively at a Normal school without having been at a University.

And it may be said that the general rule is, that when Normal school and University training are combined, the teaching is efficient. When there is only a short University attendance to show, and no Normal school training, or where there is neither University nor Normal school training, the teaching is only fair or worse. The best education for a teacher, even in an elementary school, is a combination of the two systems,—the one to make the man, and the other to make the teacher. And if they could be combined under any new system; or if in all schools, of any size and importance in a district, it was understood that one of the teachers at least should have attended the Latin, English literature, logic, and mathematical classes in one of the universities, and should hold a certificate, it would be of the utmost advantage to the country. But failing the two systems, the Normal school training, for the reasons above given, is the most valuable, and all teachers destined for the ordinary country schools should be trained to teach at one of the Normal schools.

A combination of the two systems is the best training for a teacher.

And if it is true that Normal school training is essential to male teachers, it is at least equally true with regard to female teachers. The good effects of such training upon them cannot be overstated. The routine of the Normal school, perhaps, is more conspicuous in their method than it is in the case of male teachers. But the want of system and organization of any kind in those female schools where the teachers had no previous training, was so flagrant and so melancholy to see, that it was quite a pleasure to turn from an uncertificated to a certificated female school, even where the defects of the system were the most remarkable thing about the school.

Normal school training essential to female teachers.

§ 2. Certificated teachers, as a rule, have been trained from childhood with a view to teaching. Many of those whom we met had been pupil-teachers before entering the Normal school, and had looked forward to a schoolmaster's profession all their lives. Of the uncertificated teachers, also, the majority have had no previous occupations, but always followed the profession of schoolmaster. A few in the North had been, and continued to be, farmers on a small scale, not to the advantage of their schools, and one or two had been engaged in some mercantile pursuits before becoming teachers. In the adventure schools, nearly all the masters had drifted into teaching after other pursuits had failed, except, of course, those who, from some physical incapacity, were unsuited for labour of any kind, and certainly were not suited for teaching.

Previous occupations of teachers.

The majority, however, of parochial teachers, if they had no previous occupations, had a great many other occupations, such as have been already indicated,—registrar, inspector, collector, etc. Many ministers and laymen with whom we conversed upon the subject, considered this system as very pernicious, and only excused it on the ground that it was often hardly possible to get any man capable of fulfilling these offices in small parishes, except the teacher. We entirely concur in the condemnation of this system. Our experience was that the occupancy of any or all of these offices was prejudicial to the school. In some parishes the minister made it a rule that his parochial teacher should not hold other offices. In

Other occupations of teachers.

Difficulty of discharging efficiently the duties of several offices besides that of teacher.

these the parochial schools were always good. It is unfortunate that the rule is not universal. Where the teacher is poor-inspector or collector of rates, he is liable to be summoned at any time from his school. People are always coming to see him. He goes out for two minutes' conversation; the conversation takes the form of an argument, and the parties, in the heat of the discussion, may adjourn to the public-house. The school meanwhile is left untaught, perhaps for hours. If this is an occasional event, it does little harm, but if it happens two or three times in a week the school must suffer. Or, take the case which occurs in the Highlands, where the districts are wide, and the population small, of an inspector who has a parish, of thirty miles long by fifteen broad, under his charge. He professes to do his work on Saturdays and holidays; but with such an extensive district to inspect, he cannot fail to neglect either his school or his inspectorship; and if in addition to those offices he combines those of registrar and collector, there is considerable danger that he may neglect them all.

Instance.

That this suspicion of possible neglect is no imaginary one could be shown by many instances. One may here be mentioned in our own experience. On visiting the parochial school in — parish, the teacher was disinclined to admit us into the school, and it was only after considerable difficulty that he suffered us to enter. There was a tolerable attendance of children, more or less busy. When we asked the teacher, as usual, to allow us to examine the school, he at first refused. He said he had been up in London giving evidence before a Committee of the House of Commons, in reference to some schemes of taxation, in which he had procured evidence in his capacity as collector of taxes, and had just returned after nearly a week's absence, and he had no time to allow us to examine the children. We managed, however, to carry our point, and found the school fairly taught, though under the old-fashioned system. When the schedule was called for, it was not filled up, and the teacher refused to do anything to it unless he were remunerated for his trouble. This led to an unpleasant correspondence, which, however, resulted in his complying with our request, but at first it was filled up in such a slovenly manner that it was practically useless, and it was only after repeated visits and repeated correspondence that it was got into such shape as would render it of any service. The reason given by the teacher for throwing all these difficulties in our way was, to use his own words, that 'he could not afford to take up his own and the children's time by filling up 'schedules.' His own time had been a good deal taken up by his collectorship, and in addition to that office and parochial school-mastership, he also held the offices of registrar, session-clerk, heritors' clerk, and poor inspector. He was not certificated, and the school was under no inspection but that of the Presbytery. We mention this as an instance of the difficulty of managing six offices at once. It is also one of the exceedingly few instances where we were treated with a want of courtesy.

The system which allows the teachers to

But if it were quite within one man's power to compass the work of five or six offices at one time, the fact that it meets with disapprobation in the opinion of all classes, is itself a very strong rea-

son for discouraging such a system. The parents of children in school were even more strongly opposed to it than either ministers or heritors; and we found that the impossibility of a man being able to attend to his school and to his other duties, was the constant and irrefutable argument employed by ministers of the Free Church, and their office-bearers, in the northern counties, to induce the members of their congregations to avoid the parochial school. These views may be illustrated by a conversation with a Highland crofter in the North. We asked him whether he sent his children to the parish school, which had just been visited, and considered efficient. He said, 'Indeed no, I do not. Do you think that a man who has a number of places besides that of schoolmaster, can attend to his school? The teacher is inspector, and collector, and registrar, and precentor in the church, and he gets money for all that besides what he gets in the school, and it is not my opinion that a man can do all that; and if I had fifty children, and was able to send them all to school, I would not send one to the parish school.' 'Are his fees too high?' 'Indeed no,' he answered; 'they are higher where I send my children, but I am thinking that a man who holds all these offices should teach for nothing.' 'Just now you said he has too much to do, and now that he should teach for nothing; where did you get these ideas?' 'Well, you see, my wife was seeing the minister some days since, and it was he that was telling her that the schoolmaster had too much to do, and it was she that was telling me that he should give his lessons for nothing.' 'You go the Free Church, I suppose?' 'Yes, indeed I do,'—and so on into a disquisition upon the minister's merits. There was a great deal in that conversation, bearing as it did upon this question. If the double argument made such an impression upon a man in his position that he actually sent his children to a dearer school, where they certainly did not get better instruction than in the cheaper one, there can be no doubt that the same arguments are diligently plied among the country people, and produce, to some extent, the effect of decreasing the popularity of the parochial schools.

It must, however, not be forgotten that if teachers were debarred from holding those offices, they would suffer a very considerable diminution in their annual incomes, and these are not too high at present. The average income of parochial schools receiving the Government grant is £142, 4s. 3d.; of those without the grant, £83, 19s. 3d.; the average income of non-parochial schools receiving the grant is £90, 17s. 9d.; and of those without the grant, £27, 5s. 8d. Considering the stamp of men required for even an ordinary elementary school, this represents a paltry sum, as actually coming into the teacher; and unless some provision can be made for increasing the average salary till it approaches more nearly the salary of the teachers in the Dick Bequest counties, it will be no easy matter to get good men, unless they be permitted to eke out their income by other means. In the Highlands more particularly, where fees are irregularly paid, or rather, where in many cases they are not paid at all, it would press

hold other
offices op-
posed by
parents.

If this sys-
tem is dis-
continued,
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er's salaries
must be
augmented.

very heavily upon many men of high character and attainments, if they were prevented from occupying other positions, and at the same time received no increase of salary. Of course, one of the main reasons why the fees are badly paid at present is that teachers are afraid to demand payment, knowing very well that in the majority of cases the children would be removed and sent to the rival school. This abuse would be rectified under a national system, and those who are able to pay would either be compelled to do so, or to keep their children at home, as there would be no rival school for them. But in the poorer districts of the Highlands, there is in every parish a large proportion of people who actually cannot pay fees, but are not upon the poor's-roll. Teachers are willing enough to take those children gratuitously, and under the Revised Code measure of payment they would not lose by them, as they would always get capitation grant, provided that they were tolerably regular, and passed the Standards. But that is but a precarious living to rely upon, and some statutory increase of salary is what they demand. They do not look for it from the land, as they consider that the heritor's contribution is adequate, they look for it from an educational rate levied throughout the country.

School mistresses for outlying districts preferred to itinerant teachers.

§ 3. It has been suggested that in many of those outlying districts with a small population, schoolmistresses should be appointed to the schools, at a moderate salary. The suggestion met with strong approval in the Highlands. We only met with one case where it was in operation, and there it was eminently successful. The school was built for the outlying parts of three parishes, and was supported by private benevolence and by fees. The total income amounted to about £28 per annum, and a house. There was a winter roll of about 35, and a summer roll of about 30; and in winter, lads of fourteen and fifteen years of age attended the school with regularity. The education was confined to reading, writing, and arithmetic, with sewing for the girls, all which seemed to be satisfactorily taught by the mistress. In this district, and farther north, we made inquiries as to itinerant teachers, but except one case, to which allusion has been made, we could not hear of such a system being in operation. This case was hardly that of an itinerant school, as the school was always held in the same shepherd's house, but the teacher lived for so many weeks with one shepherd, and so many with another, in proportion to the number of children of each family who received instruction from him. We were informed that this system was not uncommon, and though a great expense upon the shepherds, was the only means by which their children could receive any education. Several ministers and others conversant with education in the North, gave a very decided opinion as to the utility of such teaching, though none spoke from experience, and one and all considered a system of itinerant teaching as of very little good. The children, they said, could not fail to forget in the interval what they had learned for the month or three weeks that the teacher was with them. In a matter of choice between such a system, and that of female teachers at low salaries, they expressed unanimous preference for the latter system.

§ 4. Under the head of schoolmaster's assistants, we found pupil-teachers, assistants proper, both certificated and uncertificated, and monitors. In the total number of schools visited where Government money was expended, we found 99 pupil-teachers, male and female. In 66 parochial and side-schools there were 30 pupil-teachers; in 39 Free Church schools there were 21 pupil-teachers; in the subscription schools, 29 in number, there were 17 pupil-teachers and 2 certificated assistants; in 9 Episcopal and Roman Catholic schools there were 6 pupil-teachers; and in the other 49 schools with certificated teachers there were 25 pupil-teachers. In the 77 parochial schools, where no Government money was expended, there were 12 assistants and 2 monitors; and in the rest of the schools without Government aid, including side-schools, 215 in number, there were 12 assistants.

From this it would appear that the pupil-teacher system was popular in Scotland, and that pupil-teachers were preferred to assistants. The reverse, however, is the fact. We were quite surprised to find that both with parents and teachers the institution of pupil-teachers met with strong disapprobation. Almost every teacher to whom we put the question answered without hesitation that he would sooner have one qualified assistant than two, or even three, pupil-teachers. To this there were but two exceptions of importance. The one was Mr. Doak, who has a large and efficient school of nearly 300 children in Ayr. He thoroughly approved of pupil-teachers. Sometimes, he admitted, an unfortunate selection was made, but generally speaking they turned out well, and were a great assistance to the master. He had only known of two instances where complaints had been made on the score of severity, and one of these was unfounded, but he had occasionally noticed a tendency to favouritism on part of pupil-teachers, but considered that a good master could check this. The other exception, also an important one, was Mr. M'Rostie, the parochial teacher of Monzievaird, in Perthshire, whose school is considered one of the most efficient in Scotland. He writes, in answer to the question, 'Do you approve of pupil-teachers?' 'Yes; I have found them to do very well, and I do not see how I could work my school without them.' Mr. Middleton also answers that question in the affirmative. He says, 'I approve of them. Much of their efficiency, however, depends on the original choice of them, as well as on the tact and temper of the teachers they are apprenticed to. Altogether, they have done good work in elementary schools, and I know not where such another body of effective school assistants can now be procured.'

On the other hand, there is a great mass of opinions opposed to them. Teachers say that from thirteen to sixteen they are useless. They have to be drilled and watched, and are, as a rule, absolutely without that authority which is necessary even in the youngest classes. Among the fishing population more particularly, where the children are always difficult to manage, the pupil-teachers' services are worse than useless; they have not even the semblance of authority. If they are to be taken at all, they should not be promoted from among their own class-fellows, but should be brought from

other schools. During the two last years of their apprenticeship, from sixteen to eighteen, they are apt to become insubordinate and unmanageable. They want tact and temper with their classes, and not unfrequently are insolent to their masters, and the masters have, comparatively speaking, very little power over them, as they have neither their appointment nor dismissal in their own hands. The objections on part of teachers, and others who have had experience of the system, are thus summed up by Professor Cruickshank,¹ 'Pupil-teachers, generally speaking, are defective in temper, in power of illustration, in skill to adapt explanations to young minds, and in sense of responsibility, and their position as learners themselves makes them less respected by the other pupils.'

On part of some of the parents, again, there seems to be a sort of unreasoning prejudice against them, in some cases because their own children have not been selected. At the Free Church school at —, in the north, the teacher said that his school had been falling off owing to some difficulty in the choice of pupil-teachers. The parents of one boy who had not been chosen appeared to be influential people in the village, and they removed their children from the school in consequence of the choice, and persuaded others to do the same. That seemed to be the teacher's meaning, but we could not get at any perfectly satisfactory explanation of the difficulty. Another Free Church teacher complained that his numbers had fallen off of late years owing to his having pupil-teachers. He said that the parents had no confidence in them, and would not trust their children to them. Before his appointment to the school there were pupil-teachers, and the school was poorly attended. He had none at first, and there was a good attendance; since he introduced them it had fallen off. We should not have been satisfied with this reason for a small attendance, had not the parochial teacher in the same village assured us in the strongest way that he would not on any account have pupil-teachers, because the parents disliked them. Among the parents with whom we conversed upon the subject, we found diversity of opinion, and quite as many favourable to them to the reverse. From what we saw of their work, we are inclined as think that many of the objections are sound. They do not as a rule appear to have much authority in the school, or to be able to render great assistance to the teacher. At the same time they are of much more use than monitors, who, so far as we could judge, almost invariably do more harm than good. They nominally relieve the teacher of some of his junior classes, while he spends his time with the more advanced. The junior classes meanwhile are learning nothing. On the whole, our experience on the question amounts to this, that pupil-teachers are of considerable use in large schools, where the master has taken trouble to train the lads carefully in his own system, and in such schools they may conduce much to efficiency, but in small schools they are simply a waste of money. In this view, Mr. Black, H. M. Inspector of Schools, concurs with us, and another of H. M. Inspectors writes: 'I approve of pupil-teachers in schools of upwards of seventy or eighty, if they are actually

¹ Answers to Heads of Examination.

'taught to teach, which they often are not. In smaller schools they are unnecessary, or worse. A lifeless or badly trained pupil-teacher does positive harm to a school.'

Before dismissing the question, it ought to be remarked, that even if it is granted that they are not of much service to a school as pupil-teachers, there can be no doubt of this, that the discipline of teaching is often of the utmost value to the pupil-teacher himself, and whether he follows out the profession of a teacher, or abandons it for something better suited to his tastes, he has not wasted his time during his apprenticeship. As a training for a teacher's life, if he is under a good man, the value is inestimable, and if he takes to another profession, though national money may have been spent on him, it has not necessarily been squandered. His apprenticeship has been a sort of reward for merit, and this acts as a stimulus on his successors in school.

Many of the schools are undermastered. No man can teach sixty or seventy children, in different stages of proficiency, from the alphabet upwards to the advanced branches of education. What is wanted throughout the whole country is an efficient staff of qualified assistants to take the elementary classes, and prepare the four lowest standards for the official inspection. If this labour was taken off the teacher's hands, he would have ample time to devote himself to the higher branches, if there was a demand for them. But who is to pay for the assistant? The teacher cannot, and the local subscribers will not. It must therefore fall upon Government, and, under judicious management, and selection of schools, Government funds could not be more profitably expended.

Great want
of assist-
ants.

§ 5. The system of teaching, or at least of dividing the school-hours between the different classes and subjects, was, in all kinds of schools tolerably uniform. They met at ten o'clock for five days of the week, had an interval, varying from half-an-hour to an hour between one and two o'clock; met again at two, and dismissed at four. In some few places the school was open for two hours on Saturdays, but this was quite the exception, and the effect, we were assured, was bad, in this way, that if the children had a whole holiday on Saturday, they put off anything they had to do at home till that day, and were regular on the other five days, whereas when they had to attend school on Saturdays, there was no day for home-work, and this led to irregularity. In some districts, also, it was the fashion to have only half-an-hour's interval in the middle of the day, and dismiss at three o'clock. This was not very common in populous districts, and seemed to depend a good deal on the teacher's fancy. During the school-time, the hours were occupied somewhat in the following manner:—

System of
teaching
pursued in
the differ-
ent schools.

TIME-TABLE.

From 9	— 10	A.M.	Latin and Greek.
10	— 10.45		Prayers and Bible-lesson.
10.45	— 11.30		Writing.
11.30	— 11.45		Interval.
11.45	— 12.15	P.M.	{ Younger classes read.
12.15	— 12.30		{ Older classes prepare Geography. Geography.
12.30	— 1		{ Arithmetic. (Two days a week varied, Dictation one day, Music another.
1	— 2		Interval.
2	— 3		{ Girls—Sewing.
3	— 3.30		{ Boys—English Grammar and Analysis.
3.30	— 4		{ Younger classes read.
4	— 4.30		{ Older class—Mathematics.
			{ Youngest class—Reading.
			{ Highest class—History.
			{ Others—Arithmetic.
			{ Oldest class—Geography.

In some schools a shorter time was devoted to the Bible and Catechism, and this was made up by a division of the work: one class would read while another was engaged in writing out the questions in the Catechism, and the younger classes in copying on their slates what was written on the board,—a good system, which kept them all employed, and impressed what they learned on their minds. Geography would in some schools be taught five days in the fortnight, and grammar the alternate days, and the scholars would write in their copy-books one day, and from dictation the next, and book-keeping in like manner would be substituted for map-drawing. In most large schools, where classics or French and German were taught, and where there was no assistant to relieve the teacher, these subjects were professedly taught at odd times out of school-hours, before the school met in the morning, and during the mid-day interval. This, however, was by no means rigidly carried out. Indeed, the regular time-table was not strictly followed in any school, so far as we could learn. Teachers simply adapted their hours to circumstances and to their own tastes, and, when they were faithful, to the best advantage of the school.

The result of the teaching was of course very different in different schools. We have already given sketches of our examinations in one or two cases. We shall now take up shortly the different subjects as they were taught and learned, and shall give specimens of the teaching in schools according to the estimates formed of it. In carrying on our examinations, we could not profess to attempt anything like an individual examination of all the children in any school. Had we done so, we should have been unable to get through one-third of the schools visited. The plan adopted was something of this kind. We generally commenced by asking the teacher a series of questions, ready prepared, about the building, superintendence and inspection of the school, about his or her previous or other occupations, appointment, and assistants, and about the attendance, ages, and denominations of the children. While asking these questions, we were usually enabled to form a tolerably correct

estimate of the state of discipline and general tone of the school. If the children were disorderly, they invariably took advantage of the time that the teacher was engaged with us to disport themselves noisily, and to make a disturbance. More than once it was impossible to make any progress in our inquiries until the school was dismissed, with directions to remain in the playground, and come in as they were ordered.

When we had completed our inquiries of the teacher, we counted the number of children present, and got the highest class brought up for examination. If the school was divided into standards, we took the fifth and sixth, as representing the highest class. We heard them read a selected passage either from the Bible or their regular class-book. We then asked them questions on what they had read, to find out if they understood it, digressing into geography, or general history, or Bible history, if they read from the Bible, and sometimes varying the examination by grammar and derivations of words. When we were done with them so far, they were set down to write a paper from dictation, or some question in the Catechism from memory, and to do first on their slates, to be copied on to the paper, a sum in simple addition, one in compound addition, and one in practice or proportion. And while the higher class was so engaged, a younger class, the third or fourth, was brought up to read and spell, and do what arithmetic they could, and after their examination, a still younger class from about the bottom of the school. The examinations were concluded with the Latin, Greek, and modern language classes wherever we found them. The children translated passages selected out of the books which they professed, and answered the ordinary grammatical questions and parsing suggested by the passages. Such was the system generally pursued, though, of course, it varied. Sometimes there was no dictation, sometimes dictation only on slates, sometimes Catechism instead of grammar, and sometimes nearly the whole examination was left to the teacher, care being taken to select the passages for dictation and reading, and the sums in arithmetic, and occasionally we were satisfied with scrutiny of the inspector's last report. From this system, followed more or less minutely in the examination of nearly 350 schools, we formed our conclusions.

§ 6. Religious instruction is professedly taught every day, in all the schools in the country districts. In our selected parishes, 27,051 children, or 81 per cent., are returned as learners. The historical books of the Old Testament, the Gospels and Acts of the Apostles, in the New Testament, and some of the Paraphrases, and the Shorter and Child's Catechism are learned by heart, with the proofs from Scripture. In the higher classes, doctrine is also taught to some extent. In the Episcopalian schools, the Church Catechism is substituted for the Shorter, but the rule in those schools, as in the Presbyterian, is that no catechism is enforced, though, as has been said before, there are some exceptions to this rule among the Episcopalian schools; and in the Roman Catholic schools, the Douay version of the Bible is commonly used.

The result of the system of teaching adopted is almost uni-

Results of examination.

Religious instruction.

Bible knowledge.

versally unsatisfactory. Nothing in the whole course of the inquiry is so remarkable or so unexpected as the want of accurate knowledge and appreciation of the general facts of history recorded in the Bible, displayed by the children at school. There were some inspected schools in which the children appeared to have been well taught, and in these schools they exhibited an understanding of the events mentioned in the Old and New Testament as a whole and as a reality; there were also a good many schools where one or two children were able to answer easy questions in the facts mentioned in Genesis and Exodus; but, judging by the ignorance of the rest, these children seem to have acquired their knowledge at home, and not at school. The method followed by teachers seemed to be faulty from the beginning. In many uninspected schools, the class came prepared with so many verses of a specified chapter, which they had to read verse about, and on which they were afterwards examined, with their books open in their hands, so that if there was any forgetfulness they were told to refer to the verse and read the answer. This was useless. The children forgot to-morrow what they professed to learn to-day, and so, when examined generally on the facts of Bible history, they were unable to answer. In other schools, where there was a sort of system, rather less ignorance was manifested, but to get at any knowledge in those schools, it was necessary to begin at the beginning of a series of questions, and if a question suggested by an answer was asked, there generally was no response. If the examination began at the birth of Christ, and went historically in order through His life, the children often answered correctly, though not intelligently; but if in examining we went out of the historical order, and began perhaps by asking about John the Baptist, or the geographical position of the Sea of Galilee, or any event that happened at Nazareth; we were generally met by a bewildered stare on part of two-thirds of the class, and incorrect answers on part of the remainder. In many of the schools, more particularly in the Free Church schools in the north, we were astonished at the inconceivable ignorance displayed by nearly all the children, in the commonest events in the life of Christ. They appear to have been taught to look upon the Bible as something mysterious: they must not attempt to comprehend the history taught in it in the same way in which they would realize the facts in an ordinary historical book. When the usual questions were asked, such as the names of the disciples, the names of the mother and reputed father of our Lord, the mention of any other Mary in the New Testament, the position of the river Jordan, the mention of any miracle performed by Christ, and the localities where they were performed, and such commonplace questions as these, a kind of awe-struck silence would generally pervade the class, and only after a great deal of coaxing, some child, more bold than the rest, would whisper some answer, which in nine cases out of ten would be incorrect, and when the question was repeated, silence would very likely recur, so that it often took us many minutes to elicit answers to the simplest questions. And when the answers did come, they would usually be in the form of texts or phrases which the

children repeated, which were clearly unintelligible to themselves, and when asked to explain them, they would be unable or unwilling to speak. For instance, this question would be asked: 'Can you mention any miracles that our Lord performed?' A long silence. The question would be repeated. One child perhaps would look up at the teacher, but would not answer. The question would be repeated again. After another pause, the child who looked up would whisper, 'He raised the dead, He healed the sick, made the lame to walk, the blind to see, the dumb to speak.' 'Quite right: He raised the dead. Can you mention any one whom He raised from the dead?' No answer. 'Can you mention any sick person whom He healed?' No answer. 'Or any lame man whom He made to walk?' No answer; and so on. Then we would try the parables: 'Can you mention any of our Lord's parables?' A repetition of what went on before. After waiting some time, we would try the child who answered before: 'You surely know some of the parables? Tell us about the sower. What did the sower do?' The child would probably begin and quote four or five verses of the chapter, more or less correctly, but parrot-like, and when asked what was the meaning of the parable would relapse into silence, and would be unable to mention any other parable, unless prompted in the first words of the verses. In the examination of a class in the history of John the Baptist, one intelligent-looking child was asked 'Why John was called the Baptist?' No answer. 'What did he do that he should have been called the Baptist?' No answer. 'Did you ever see a baptism?' No answer. 'What is baptism?' upon which three or four put out their hands to signify their knowledge, and one, a girl of about twelve, was asked, 'Well, What is baptism?' We expected 'a christening' would be the answer, or some such simple definition would be given, but were astonished by the following words, repeated rapidly: 'Baptism is a sacrament, wherein the washing with water,' etc., and then we recognised the answer in the Shorter Catechism to the question; but when we came to ask the ordinary meaning of the word, or the meaning of 'sacrament,' or of 'ingrafting,' or of 'covenant,' or any of the bigger words in the answer in the Catechism, we were met with the old silent protest that we were asking questions that no good child should answer.

In some of the schools, by great exercise of patience, we contrived to get the silence broken; and when this was done, the answers were frequently, indeed generally, ignorant and incoherent. In — F. C. school we could get no answers to questions in the New Testament, so we tried some in the Old. A class of fourteen children, ages seven to eleven, were asked the names of our first parents. Answered, after some hesitation, correctly. 'Had they any children?' No answer. 'What were the names of their sons?' A long pause; at last one child said, 'Cain and Abel.' 'Who killed Abel?' Another pause, then same child, 'Eve.' This answer was corrected. 'Where were Adam and Eve placed?' Ans. 'On Mount Calvary.' After some more questions and similar answers, the question was asked—'Why was Christ crucified?' and after much hesitation, the answer was given, 'For eating the forbidden fruit.' This was not an ex-

ceptionally bad school in other respects, but the Bible knowledge was imperfect. In — parochial school, the children knew very little about Bible history. What they did know they had learned by means of rhymes, and systems of *memoria technica*. The teacher told us with conscious pride, that he had taught them the names of the twelve tribes of Israel by means of a rhyme which he had composed himself; and he was very anxious that we should hear them say all the books of the Old Testament in rhyme. This we declined, as when examined on the geography of Palestine, they could not name either a river or a mountain in it; and on asking them to name some of the twelve disciples, they got off into a rhyme, and told us that 'Romans' and 'Hebrews' were two of the twelve, and they could hardly mention any other. They had never heard of St. Paul, and could not mention any parable; and it was only after great difficulty that they could mention any of the miracles in the New Testament. At last one of the boys (age eleven) remembered the 'turning water into wine;' but he knew nothing about the circumstances, and could not mention any other miracle. We need bring forward no more instances, as allusion has been made to this subject under the head of Presbytery examinations; but the fact is that, in the majority of schools visited throughout the country, Bible knowledge is defective.

Catechism.

Their acquaintance with the Catechism is also unsatisfactory. Sometimes the children were asked to repeat the answers to the questions orally, and to explain in everyday language the meaning of the answers, or the meaning of the words. When this course was taken, we found it to be very commonly the case that they repeated the answers by sound and not by sense, very often inaccurately,—running one answer into another, and mixing up proofs with answers—and were incapable of explaining either the intention of the answers, or the meaning of the words. At other times they wrote out from memory some of the answers, in which case two or three of them would repeat the answer aloud, so that the others might hear it before beginning to write. This exercise revealed the unintelligent manner in which they learned the answers to the questions. About five hundred children wrote out the answer to the question, 'What is 'Baptism?' and at the lowest estimate, at least one hundred and fifty of them from schools in all parts of our district made the same mistake. The answer to the question runs in this way: 'Baptism 'is a sacrament, wherein the washing with water in the name of the 'Father, and of the Son, and of the Holy Ghost, doth signify and seal 'our ingrafting into Christ, and partaking of the 'benefits of the 'covenant of grace, and our engagement to be the Lord's.' Instead of writing 'doth signify and seal,' etc., these one hundred and fifty children wrote, 'and doth signify and zeal,' etc., showing distinctly that they had no understanding of either question or answer, but used the word 'zeal' as a sort of word that they had been accustomed to associate with sacred things.¹ Such incoherent efforts as those

¹ A specimen has been given under the head of endowed schools of the manner in which the questions in the Catechism are written out. Another may be introduced here:—

mentioned here and in an earlier chapter lead to the conviction that the Catechism is not intelligently learned, nor indeed intelligently taught, in very many schools in the country. Ministers, however, and teachers, assured us that it would never do to give up teaching it. They said that the parents were attached to it with a traditional attachment, and knowing it themselves, it was a great delight to them to hear their children repeat their questions on Sunday evenings; indeed, that for the most part, it is the only part of their children's education over which parents exercise any personal supervision. Other subjects of instruction they take on trust, and are glad to think that their children are coming on in them, but the Catechism is in a manner their own property. All acknowledged that the children were not expected to understand the answers; but they held that the answers learned in childhood clung to the people's memories as they grew up, and were valuable, not only as intellectual, but also as a moral discipline. One minister considered the Catechism well fitted for improving the memories of the young; another minister assured us that, in his communion classes, he always knew by the intelligence of the young people whether they had learned the Catechism or not; and a third minister maintained that the 'traditional stability of the Scotch character arose 'out of their instruction in the Shorter Catechism.' Teachers and inspectors differ in their views as to whether it could be given up. The majority, however, think it should be retained; but some would be glad to see it 'both simplified and modified—simplified to suit 'the capacities of the children, and modified to meet with the approval of every Protestant.'¹ There is no doubt a strong popular feeling in favour of keeping up the Catechism, either in its present or in a modified form. Whether or not it should be imperative in any particular school is just one of those questions which might well be left for the decision of local managers. But if it is to be deemed essential, it should be part of the duty of the inspectors to see that it is learned accurately and intelligently, and very much more thoroughly than it is at present.

§ 7. Under secular instruction, reading, writing, arithmetic, geography, grammar, history, latin, greek, modern languages, mechanics, algebra, euclid, elements of physical science, music, and drawing, are included; and all these branches are taught

'Baptism is a sacrifice wherein by washing with water in the name of the father and of the son and of the Holy gost, doth signify or incele or ingrafting into Christ and partaking of the benefets of the covnament of grace and our ingagement to be the lord's.

The boy who wrote this was twelve years of age, the son of a farmer. He had been two years at schools in Forfar and Kincardineshire, and six months at a non-parochial school in Aberdeenshire. He was the most advanced scholar in the school.

A lad wrote, in answer to the question, 'What do we pray for in the fifth petition?'—'In the fifth petition which is forgive us our debts as we forgive our debtors; we pray that God for Christ's sake would frealy pardon all our sins, which is the rather in couragement to ask, because by his grace we are in heart 'to forgive others.'

¹ Answers given by Mr. Ogilvie.

Reading. to some extent in many of the country schools in Scotland. Reading is the subject which Scotch children are best taught. In our returns we find that 98 per cent. are returned as learners, and in all kinds of schools this branch of education was satisfactorily taught. In many of the uninspected schools, nothing is taught except reading and the Catechism, until the children are nine or ten years of age. In the inspected schools, writing and arithmetic are taught simultaneously with reading; but far from finding that this had the effect of depreciating the character of the reading, we invariably found that the reading was much more thorough in inspected than in uninspected schools. In the former, the children seemed to have a better grasp of each individual word, and pronounced it distinctly by itself; while in uninspected schools, we often found that the children ran words into each other; and the younger ones, instead of spelling and trying to make out the bigger words, would slur them over, and run on to the smaller ones with which they were familiar.

The local accent in the different counties betrayed itself in all but the most efficient schools. In most cases this was due to the children's association with their parents, but in some cases the schoolmasters must be held responsible. They rarely attempted to check it. Sometimes they appeared to be unconscious of it, and sometimes they themselves spoke and read with the local accent so strongly marked, that children could not fail to acquire it from them. Where teachers labour under this infirmity, it is probably better that they should not read aloud; as the children would inevitably fall into their faults. But when teachers can read well, it is of great importance that they should read aloud once or twice a week, to show young children how to modulate their voices, and to give expression to the author's meaning. The effect of this method was very striking in a small country school in the Highlands of Braemar, where the schoolmistress made a point of reading aloud to the children, and of insisting on their copying her intonation. Though this school had been open but a short time, and many of the children had been at no school previously, the reading even of the youngest was unusually expressive. There is a danger that such a system abused may lead to affectation, but there was no indication of this in the school to which allusion is made.

The want of uniformity in reading-books is a great disadvantage, under which all country schools labour. Mr. M'Lachlan says, in reference to this, 'Were there some authoritative enactment prescribing the same books throughout the country, a great point would be gained. The lowest classes are necessarily often shifting from one parish to another, and on going to the school of the parish they have entered, the children will, in all probability, require a complete set of new books, except the Bible and New Testament. I have known children walk several miles for the sole purpose of attending a school in which *their* books were used; and I have heard of some who did not go to the school of the parish they had just entered for *six* months for want of books, because, very likely, they would be in another parish still before a second

'period of six months was expired.' In several schools there was a large proportion of children with no books,¹ and very often different editions of the same book, with different lessons, were used in the same class. And in nearly all schools the books used were too learned for the children, and so uninteresting, that it is impossible that children could take any pleasure in reading them. The great thing in country schools is to produce a 'desire for reading in the children when they are young, so that when they leave school they will keep up what education they have got.' But the very opposite of this is brought about when children are made to learn as irksome tasks the scientific disquisitions in the Irish Schoolbooks, and the philosophical lectures in M'Culloch's Course. If teachers would only educate their pupils, and bring out what is in their minds, and teach them to take pleasure and amusement in their lessons, instead of pouring a quantity of knowledge in upon them, which they forget as soon as they leave school, and which they are too young to find interesting, it would be a great step towards a higher state of education in the country.

In writing, 65 per cent., and in arithmetic, 57 per cent., are returned as learners. We judge of these two subjects by the dictation exercises done by the children, and we find that there is the greatest possible difference as to the proficiency of the children in these two branches of education in the inspected and the uninspected schools. In the former they are accustomed to the use of pen, ink, and paper, for the purpose of writing exercises from dictation; in the latter the rule is, that they write only on their copy-books, and only in imitation of some long word lithographed at the head of the page. In the former, again, the children begin writing on their slates from the day that they are entered in the school,—copying words written on the board, or copying little sentences from their reading-books. In the latter, children often remain two or three years at school before they commence to write even in their copy-books. This is partly to be attributed to the fact that fees are not paid at a uniform rate per child, but according to the branches taught. This is the old traditional Scotch system, but it is a very bad one. It is now being rapidly corrected by the operation of the Revised Code. The great importance of dictation exercises begins to be recognised, and even in some uninspected schools, teachers have commenced to deviate from the old customs. But many of them confine themselves still to copy-book-writing and oral spelling. Both are essential up to a certain point, but when writing is ex-

Writing
and arith-
metic.

¹ In one school we found the want of books so striking, that we called the children up by classes and divisions with their books, with the following result :—

	Children.	Books.
First Class, ...	10	7
Second Class, First Division, ...	5	5
Do. do. Second do., ...	8	3
Third do., ...	7	4
Fourth do., ...	4	3
	34	22

clusively taught by copy-books, and spelling orally, children leave school unable to put pen to paper for any practical purpose. They are unaccustomed to recognise the look of words in writing, and are afraid to commit themselves on paper. But when they have had weekly exercises in dictation and in composition exercises, they become as familiar with the look as with the sound of words, and they are accustomed to use pen and ink, so that they will have no difficulty in writing a letter, or copying out a passage from a book. The encouragement given by the Revised Code to this sort of intelligent writing is one of the most useful of its innovations. If it did nothing else but supersede a system of spelling that still prevails in some schools, it would be of great importance. In many school-books there are columns of long unusual words placed at the head of each lesson, and part of the daily work consists in the children learning the spelling of these words by heart. They are such words as 'pyramid,' 'prescience,' 'sphinx,' 'species,' 'crescent,' 'canine,' 'simoon,' 'siren,' 'gazette.' Children tax their brains and memories by trying to remember the run of the letters in these words for a day or two, but they have no idea of the meaning of them; they never see them in everyday life; and while they will spell these words sometimes correctly enough, they will be unable to spell simple familiar words, such as the days of the week or months of the year, and teachers will tell you that it is not their custom to teach the spelling of familiar things; they prefer the columns. The same charge of senselessness in the methods of teaching holds in regard to the explanations of the reading-lessons. Instead of trying to bring everyday affairs to bear upon the lessons, some schoolmasters seem to think that they must eschew all that is familiar in the school-room, and live in a world of pedantry. So it is in the teaching of arithmetic. Children are taught to do their sums by rules and mechanical processes, but they are not taught to understand what they are doing, and why they are putting down figures in a peculiar way. Very few children can explain the meaning of the simplest rules of arithmetic, and teachers do not seem to think that they ought to teach anything but the mechanical art of counting. It never seems to strike them that thought is an element in arithmetic. Notation, which ought to underlie all arithmetical training, is greatly neglected. It was surprising how very few children of fourteen and fifteen years of age could do a sum in simple addition correctly when the numbers were dictated. They looked bewildered when they were told to write down a million and one, or fifty thousand and six, and two-thirds of them in most schools would put the numbers down incorrectly. There is no difficulty in teaching the principles of notation, and teachers often remarked that if they had drilled the children in notation for a week before our visit, they would have been able to write down any sum. This was perfectly true, but the fact that they had not drilled them in it, showed that they had neglected to teach arithmetic on scientific or on sensible principles. Specimens of the dictation papers done in different schools throughout the country, and lithographed exactly as they were written, will be found in the Appendix, and along with them tables showing the

result of the dictation and arithmetic examinations in six schools of different degrees of efficiency.

In geography, 33 per cent. of the children are returned as learners. Geography. This subject is treated very differently in different schools. In some, it merely becomes a troublesome and useless exercise of the memory; in others it is the subject in which the children are unusually interested. More depends upon the teacher in this department of instruction than almost in any other. An active-minded man can convey much useful and attractive information to a child's mind by giving interesting lessons in geography. And some teachers succeed in doing so. In one or two schools we were surprised at the intelligence displayed by the children in their answers to the questions asked upon the manufactures, commercial characteristics, and historical incidents connected with the different countries and towns in their geography lessons. In one or two schools also the elements of physical geography were taught in a way that could not but be attractive to the children, and in some schools there was a system of teaching parochial geography in operation which might be made of great utility. The teacher would draw upon the board at the dictation of the class the roads, rivers, or streams, fields, houses, churches, etc., in the parish with which the children were familiar, and in the delineation of which they appeared to take the liveliest interest. This method accustomed them to the use of globes and maps, and taught them to realize the fact that when they saw the name of a town, or of a river, in a large map, it implied that there was an existing town and river in that part of the country, and not merely a name, just as in the parochial maps they knew that streams and paths existed where they told the teacher to place them on the board.

But, on the other hand, in some of the schools the teaching of geography was a lifeless exercise. The children were compelled to learn by heart a string of names out of their geography-books which are supposed to represent towns, mountains, and rivers in Africa or South America, and the poor children come down to school with these names learned overnight in their heads, and say them languidly, and without any idea that they represent anything but words hard to remember and difficult to pronounce.¹ On this

¹ In — Free Church school the children were examined in the map of Scotland. This they knew with wonderful accuracy, having apparently learned it by heart off their books. They had learned the map of Europe in the same way some weeks before, but when examined upon it, were literally unable to remember the commonest things, or to answer the simplest question. Had they been examined upon it at the time that they were learning it, they would probably have answered with the same accuracy that they did upon the map of Scotland.

In — parochial school the children were examined by the master in geography, but answered very badly. He, like the parochial teacher at —, tried to help them on by means of prompting, but it was of no avail.

Master.—‘What island is this?’ pointing to Newfoundland. ‘Now, what island, N—.’

1st Boy.—‘Northumberland.’

Master.—‘What is the name of this continent?’ pointing to America. ‘A—.’

2d Boy.—‘Asia.’

Master.—‘The chief town in England, L—.’

3d Boy.—‘Lanarkshire.’

Master.—‘Chief town in Ireland, D—.’

4th Boy.—‘Dundee.’

subject Mr. Jack, in his General Report for 1864, says, 'There is a class of schools in which it is fair to say that South America is the favourite map. The children are familiar with Venezuela, Ecuador, and the names of the tributaries of the Amazon or the La Plata, but cannot point out Glasgow or Liverpool. . . . The pupil is a child whose first ideas of geography are taken from the nearest village, rivulet, and hill, and who by the time his teacher has got him past South America with its hard names is off to the engrossing labour of a working man's life. He has already acquired ideas of space and locality for himself. Why should his master not condescend to start hand in hand with him from his familiar home centre, and show him afterwards, if he has time for it, how large is the world?' Why take children out of their own country at all, until they know something of it? Why, above all things, make them learn names of remote places that they never will hear of again, and that they will forget as soon as they have learned them, while the geography of their own country is neglected?

English
grammar.

In English grammar 30 per cent are returned as learners. This subject is taught in two ways, by parsing and by analysis of sentences. If it is taught thoroughly and accurately in either form, it may be a useful mental exercise, especially in schools where children do not learn Latin. It may also lead them to make out the meaning and intention of the sentences, and aid them in the art of composition. But in most country schools the children have no time to devote to grammar. The time so occupied would be much more profitably spent in more useful subjects.

Classics.

In history 11 per cent. are returned as learners; in algebra, 1 per cent.; in euclid, 1·2 per cent.; in mechanics, 0·24; and in the elements of physical science, 1 per cent.

It is difficult to give a decided opinion upon the question whether Classics have declined or not in the parochial schools.¹ Very different views were expressed upon the subject, and it is difficult to collect facts. Mr. Laurie has shown, in his Report on the Dick Bequest,² that in the three counties to which the Bequest applies both Greek and Latin have increased considerably since 1833. In 1862 there were 860 pupils learning Latin in 123 schools in these counties, and 196 learning Greek, whereas in 1833 there were only 488 learning Latin, and 81 learning Greek, or an increase of 372 in the one subject, and 115 in the other.

The centesimal proportion, according to his returns, in the three north-eastern counties, of pupils learning Latin is 6·7, and learning Greek 1·5. In the rest of Scotland the proportion is, learning Latin about 4 per cent., and learning Greek about one-half per cent. 'It does not appear,' he says, 'that the number learning Greek in the parish schools was at any time greater throughout Scotland than it is now, but those learning Latin seem to have numbered about 6 per cent. of all the scholars. There is here, therefore, a

¹ Some interesting views are expressed on this subject by Mr. Davidson in his answers to the Heads of Examination, at p. 16 of the Appendix. Also by Mr. Middleton, at p. 34.

² Report on Education, etc., p. 348.

'falling off as regards the country at large; but great as is the falling off in respect of quantity, the deterioration of the quality of the Latin professed in landward parishes (the north-eastern counties excepted) is doubtless much greater.' According to our returns we find that 5·25 per cent. are learning Latin in the parish schools, and 0·63 per cent. are learning Greek, and in the whole schools, taken indiscriminately, 3 per cent. are learning Latin, and 0·25 per cent. Greek.¹

These returns seem to indicate, that if classics are falling off in country schools, it is only to a very small extent. At the same time, it is not improbable that as railways open up the country, greater facility of locomotion will have the effect of draining away a number of children who are now, and have been recently, educated in classics at parochial and other schools in the country. The operation of the Revised Code will doubtless have the same effect. But there is no reason to suppose that the number of pupils instructed in Latin and Greek in Scotland will depreciate on this account, and there is every reason to suppose that the quality of the instruction given will be improved. Children, who show a taste for higher education will have the means of attending good district or burgh schools, where classics are taught by teachers whose whole time will be devoted to classical teaching, and who are specially trained and qualified for the purpose. Instead, therefore, of picking up a little Latin and less Greek, as they often do at present, at the hands of an overworked man, with a limited knowledge of his subjects, pupils who are to be advanced to these branches will be taught by a man whose occupation it is to teach classics, and in a school where the hours are portioned out with a view to the higher branches of education. This would undoubtedly be advantageous. The quality of the instruction given in these branches, except in the Dick Bequest counties, is far

¹ Number of Scholars in the Parochial Schools learning Latin and Greek :—

No.	County.	No. of Parochial Schools.	No. of Scholars on Roll.	No. of Scholars learning	
				Latin.	Greek.
1	Aberdeen, ...	16	1,464	109	15
2	Ayr, ...	9	1,373	84	11
3	Berwick, ...	7	403	11	...
4	Caithness, ...	4	190	5	2
5	Dumfries, ...	15	1,217	87	21
6	Edinburgh, ...	7	677	27	3
7	Elgin, ...	5	376	22	2
8	Fife, ...	5	621	26	1
9	Kirkcudbright, ...	8	800	33	2
10	Lanark, ...	4	402	43	1
11	Nairn, ...	3	213	4	...
12	Peebles, ...	10	539	14	...
13	Perth, ...	13	900	32	6
14	Ross, ...	9	775	23	3
15	Roxburgh, ...	6	336	14	...
16	Stirling, ...	4	360	18	1
17	Sutherland, ...	5	219	19	1
	Total, ...	130	10,865	571	69

from good. Here and there we came upon schools where the children were well grounded, but we also found two or three cases where the teachers seemed themselves defectively educated, and were clearly unable to communicate what little classical learning they knew. In the Aberdeenshire parish schools, on the other hand, both Latin and Greek were very carefully and thoroughly taught. In two of these schools in particular, the children appeared to be admirably grounded in Greek grammar, and capable of translating with unusual accuracy and precision. Few of the pupils attempted to render the Greek or Latin into classical English, or to retranslate English into perfectly idiomatic Latin.¹ But the pupils were young, and it would have been hardly fair to look for very polished translations at their age. The accuracy and thoroughness displayed by them was much more satisfactory than more brilliant renderings less correctly given. The only thing to which objection could be taken was a fault that we remarked in two of these schools, viz., that sufficient attention was not paid to the quantities of the words in both Greek and Latin. Translations in verse are rarely attempted, which would correct this tendency.

Modern
languages.

In modern languages only 1·4 are returned as learners. French was taught in a good many schools, but it very seldom happened that there were more than two or perhaps three pupils learning it, and these were often children preparing to become pupil-teachers, or the sons and daughters of the masters. In only one school did we find a German class. In this school, the teacher appeared fond of modern languages, and to be well qualified to teach them. The Latin, however, in this school was very indifferent.

Music and
drawing.

The cultivation of taste does not appear yet to be made a great object of education, but we were assured that both drawing and music were beginning to be taught a good deal in the country schools. Music, in particular, is likely to become very popular with teachers, children, and parents. In our returns, 13 per cent. are given as learning music from notes. The Privy Council have bestowed especial encouragement on both branches of education, and there seems to be little doubt that in time they will be extensively taught in all schools.

Industrial
training.

Industrial training is confined almost exclusively to needlework, knitting, and in some schools embroidery; 6738 girls are returned as learning needlework, nearly all of whom are taught in schools in connexion with Government. The Privy Council insist strongly on this branch of industrial training being taught, and it meets with great approbation among parents. Household work was taught only in one school which we visited. It is unfortunate that this is not more general.

From these returns, it is obvious that the useful and elementary branches of education are more popular than the higher branches. 'Reading, writing, arithmetic, and a little sewing for the girls,' is what the parents demand throughout the country. When the

¹ Specimens of Latin prose, done by four boys in one of the Aberdeen parochial schools, are given in the Appendix. Their ages were fifteen, sixteen, sixteen, and seventeen. They had about half an hour to do it. No dictionaries were used.

higher branches are in demand, it is generally due to the teachers themselves, who like to have higher classes, and naturally like to draw in the fees for teaching them. The shopkeepers, and servants with good wages, occasionally wish their children to learn the ornamental branches, and the ministers and teachers like to be able to have their families educated in Latin, Greek, Algebra, and Euclid, at their own parish schools; but the great majority of parents throughout the country, so far as we could hear, are well satisfied if their children learn the three elementary branches thoroughly, and if their girls are taught to sew.

§ 8. In conclusion, we annex a list of the schoolbooks in general use throughout the country, and specimens of the teaching in the different schools, classified according to their efficiency.

In the following list, the books mostly used are placed first in order:—

Reading-Books.—Scottish Schoolbook Association's Series, M'Culloch's Series, Nelson's Series, Irish Series, Chambers's Series, and Constable's Series.

Arithmetic.—The treatises of Gray, Scottish Schoolbook Association, Ingram, B. Smith, Melrose, Colenso, Manson, Trotter, Thomson, Chambers, H. Smith, Jones, White, and M'Lachlan.

English Grammar.—The text-books of the Scottish Schoolbook Association, Lennie, Morell, Douglas, Irish, Reid, and Cornwall.

Geography.—The treatises of the Scottish Schoolbook Association, Anderson, Reid, White, Clyde, and Nelson.

History.—Collier's, White's, M'Kenzie's, Chambers's, Nelson's.

Euclid.—Chambers's and Cassell's editions, chiefly.

Algebra.—The text-books of Colenso, Chambers, Cassell, Wood, and Todhunter.

Classics.—Edinburgh Academy Rudiments, Bryce's First Latin Reader, Weale's Series, Chambers's, Ferguson's Grammatical Exercises, Geddes's Greek Grammar, and the usual classics.

Modern Languages.—The text-books of De Fiva, Hall, Caron, Ahn, and Cassell.

SPECIMENS OF THE EXAMINATIONS.

PARISH SCHOOL.—Considered 'Very good.'

Building.—Good, but too small for attendance.

Furniture, etc.—Good; Maps supplied by the master.

Supported by the fees, salary from heritors, and Dick, Milne, and Bequests.

Master.—Not certificated. Is A.M. of Aberdeen. Is registrar, inspector, and session-clerk. Appointed in 1854.

Assistants.—One female for younger children.

Superintendence.—Presbytery.

Inspection.—Dick and Milne inspector. The master would like to be under Government inspection, and thinks that all schools should be inspected.

Remarks.—The visit of an inspector is a great stimulus both to masters and scholars. The children are regular in attendance. Master has been trying to get an enlargement of the school for the last five years. Thirty-five children are at present educated in the church for want of room. The Dick inspector and the Presbytery have been recommending an enlargement, but it cannot be effected. The parochial board pays for three children whose parents are on the roll. There are no Roman Catholics.

Examination.—Average attendance, winter and summer, 100.

First class.—7 present; ages, eleven to sixteen and seventeen.

Reading.—Very good.

Specimens of the teaching in different schools, classified according to estimates formed of their efficiency. Specimen of a very good school.

Dictation.—(Ages, 1 of eleven years, 1 of twelve, 1 of thirteen, 2 of fifteen, and 2 of seventeen). 'I am grateful for all the benefits which I have received,' and a piece of poetry—4 correct, 1 with one error, 2 with three do.

Simple addition.—6 correct, 1 failed.

Compound do. —6 do., 1 do.

Practice. —6 do., 1 do.

Writing.—2 very good, 5 good.

Four were correct throughout, both in dictation and arithmetic.

OBSERVATIONS.—The teaching in this school seems to be admirable. There was an attendance of about 100, big and small. In the first class seven were presented; ages from eleven to sixteen and seventeen. They read Byron's *Greece* with great expression and understanding—a little of the local accent, but not so prominent as to impair the effect of the reading. After they had read, the schoolmaster examined them upon the meaning and intention of the poem, and made them explain any historical allusion; e.g., 'How does Byron attempt to arouse the Greeks to action?' 'By recalling the memory of former victories.' 'Mention some of these victories.' 'Marathon, Salamis, Leuctra, Thermopyle.' 'Over whom did they gain victories at Marathon?' 'The Persians.' 'Did Byron do anything for Greece?' 'He wrote for them.' 'Where did he die?' 'At Missolonghi.' 'Have you seen anything in the newspapers lately about Byron and Greece?' 'The king is going to put up a monument in Greece to his honour.' These answers came out quite spontaneously, and without prompting. They were not got up for the occasion, as the schoolmaster had no idea that I was in the county, and he had no examination imminent. I was particularly struck with the good sense of this examination, particularly the last question about the Byron monument. It was unusual to find a schoolmaster think it worth while to go off the beaten track, and to keep the children alive to the fact that they were reading about something that had an actual existence at present, and led them to associate the idea of reality with their lessons, when they are illustrated from the daily newspapers. After the explanation, he made them analyse some sentences on Morell's system. This they did with much exactness and sagacity, and with evident interest.

The master then took a younger class in geography, while the seven elder ones were writing from dictation and doing arithmetic, both of which were very well done. The geography class began with Aberdeenshire, then Scotland, and across by the border counties to England, being made to mention anything of interest in the counties and towns. From England across the channel to France. 'Name of the last county you leave in England?' 'Kent.' 'Where do you arrive in France?' 'Calais.' 'Mention any historical event in connexion with Calais,' etc. Through France to the Pyrenees, and into Spain. 'Any town in Spain celebrated for wine?' 'Xeres.' 'Another?' 'Oporto.' 'No, what country is Oporto in?' 'Portugal.' 'Capital of Portugal?' etc. Then along the Mediterranean by Gibraltar, Malta to Alexandria, by Cairo to the Red Sea. 'What British fortress is on the Red Sea?' 'Aden.' These questions were put indiscriminately throughout the class, and the children showed the greatest animation and intelligence in answering. They clearly enjoyed the work.

In the Bible lesson, the older ones were examined in the Old Testament; the younger ones in the New Testament. Then some questions were asked on doctrine; e.g., 'What do you regard as the cardinal virtues of our faith?' The answer was not felicitous—'Faith and works.' This answer was given by a girl who had answered generally very well, but all the other questions were answered so well that I think this one was accidental. The same girl was asked to give any illustration from modern life of anything similar to Christ's holding intercourse with publicans and sinners? She said, 'Doctors going through hospitals and attending on the sick, and missionaries going among the poor and wicked.' This did not seem a crammed answer. The question came spontaneously apparently, and so did the answer.

Besides these classes, there were two boys and one girl reading 'Telemaque.' They translated well, but read with a very local pronunciation. One girl was a little better than the others. She had been taught French solely by the master, but her pronunciation was not good.

There was a class of eight in Cæsar and Latin Rudiments, preparing for next year's winter class. One lad was reading for a bursary. He was son of a

small crofter, and twenty-two years of age. He had been two years at this school, and three at another. He had just finished a long and difficult bit of Latin prose when I went in. It was correctly done, there being only one bad mistake—an indicative instead of a subjunctive—and two minor faults. It was accurate, but not very idiomatic: but for a lad who had been only 2½ years at Latin, and a good deal self-taught, it was very creditable. He translated a bit of Xenophon that he had not seen for some weeks. The translation—it was an easy bit—was good enough; but the reading (quantity, etc.) was very indifferent, and the parsing not very accurate. He read an Ode out of Horace, Book I., and made some bad mistakes, both in the reading and the construction; ‘*Ma-chinæ carinas*,’ ‘*agnū*,’ he mistook for an accusative plural from ‘*agnum*!’

The discipline of the school was exceedingly good. The children were very quiet and well behaved, and all seemed interested in their work.

There was a younger class of fourteen—ages from ten to twelve—who read a lesson from the supplementary Fourth Irish Book, entitled, ‘Causes of High and Low Wages.’ They read very fairly, but the accent was not good. In explanation, they got a sort of elementary lesson in political economy, and were asked questions which made them use their intellects. They then were made to understand the use and derivation of words, e.g., ‘Low,’ an adjective. ‘An adverb from that?’ ‘Lowly.’ ‘The comparative of ‘low,’ etc. ‘Difference.’ ‘Give a verb connected with that?’—an adverb?—an adjective?—the opposite of the adjective? ‘Provide.’ ‘Give an adjective from that.’ ‘Provident.’ ‘Do you know any company called ‘provident?’ ‘An insurance company.’ Then the explanation of insurance, and so on.

FREE CHURCH SCHOOL.—Considered ‘Good.’

Building.—New and good, but not large enough for the numbers; furniture, ample. Specimen of a good school.

Supported by the Free Church Education Scheme, Ferguson Bequest, Government grant, and fees.

Master.—Certificated; educated at Edinburgh Free Church Normal; had been a pupil-teacher in Montrose; is precentor in Free Church, and keeps a music-class in winter; appointed by the Deacons’ Court; three months warning on either side to be given.

Assistants.—None, though a pupil-teacher is very much wanted.

Fees.—2s. to 5s. for Latin and French.

Superintendence.—Deacons’ Court.

Inspection.—Government.

Remarks.—In the winter months the children are very regular, and in summer they go away to work; some of the children come two and three miles, and in bad weather they cannot come out.

Examination.—No. on roll, 89; ages, four to eighteen.

First and second classes,—Standards v. and vi.; fourteen present; ages, ten to seventeen.

Reading.—Good.

Geography.—Europe, very good; elementary geography for the whole school, useful, and well taught.

Classics.—Fourteen in Latin (elementary), two in Virgil, one in Greek.

Dictation.—Fourteen presented (5 in Standard vi. and 9 in Standard v.); ages from eleven to seventeen.

In ‘I am grateful for all the benefits which I receive,’ 11 quite correct, and 3 made one mistake; in 8 lines of poetry, 6 were correct, 2 made one error, 1 made two do., 3 made three do., 2 made four do.

Arithmetic.—Simple addition, 7 correct, 7 failed.

Compound addition.—12 correct, 2 failed.

Practice.—8 correct, 6 failed.

Writing.—2 very good, 5 good, 4 fair, 2 indifferent, and 1 bad.

N.B.—The papers were done with great care and neatness.

Bible Lesson.—Fair.

Third class.—Standard vi., 11 present; ages, twelve and thirteen (1 of fifteen and 1 of eighteen).

Reading.—Good, except four.

Writing.—Fair.
 Arithmetic.—Reduction, none quite correct.
 Fifth Class.—Standard II.
 Spelling.—Good.
 Arithmetic.—Knew Multiplication Table.
 Sixth Class.—Standard I.
 Reading and spelling.—Good.
 Arithmetic.—Cannot do subtraction.

Specimen
 of a fair
 school.

PARISH SCHOOL.—Considered 'Fair.'

Building.—Good, but scarcely large enough; conveniences bad and deficient; desks and maps sufficient, partly supplied by the heritors, and partly by the master.

Supported by the heritors, fees, and Government grant, also a small mortification of £1.

Master.—Appointed by minister and heritors; no previous or other occupation; educated at — parish school, and Edinburgh Established Normal, and is certificated.

Assistants.—One pupil-teacher, lately appointed; master's wife also assists, but is unpaid.

Fees.—2d. to 5d.; 7½d. for Latin; people complain of having to pay 7½d. Two are learning Latin and Greek, but very few of the parents wish for the higher branches.

Superintended by the minister and heritors.

Denominations.—All, but Roman Catholics.

Age on coming to school, four or five; on leaving, thirteen or fourteen; leave for agricultural labour, and get about 30s. and board per half-year.

Examination.—1st and 2d classes together; fourteen present; ages, eleven to fourteen.

Reading.—Good at top, but only middling in lower part of class.

Spelling.—Good all through

Geography.—Europe, indifferent; England and Scotland, fair.

Dictation.—'I am grateful,' etc., 4 correct, 2 made one mistake, 2 made two do., 3 made three do., 1 made six do., two made eight do.

Compound addition.—13 correct, 1 failed.

Proportion.— 4 " 10 "

Writing.—3 good, 8 fair, 3 indifferent.

Specimen
 of an in-
 different
 school.

SUBSCRIPTION SCHOOL.—Considered 'Indifferent.'

Building.—Good, but maps, etc., wanted.

Supported by local subscription, Government grant, and fees.

Master had been a pupil-teacher, afterwards at Normal school, and is certificated. Had been at the London University.

Assistants.—One pupil-teacher.

Remarks.—The master complains of the great irregularity of the children.

They are sent away to other schools in the neighbourhood to save the fees, and are kept at home on any excuse. The parents refused to provide slates for their children, as they say that their children ought to learn reading before writing and arithmetic, hence the failure of children in the First standard under the New Code.

Examination.—Number on roll, 106; ages, four to twelve; average attendance, 80 to 90.

First class.—Four present; ages, ten to twelve.

Reading bad, with no intelligence, running the words into each other, and no knowledge of punctuation.

Spelling.—Indifferent.

Grammar.—Know very little.

Dictation.—Good.

Arithmetic.—Compound addition and subtraction good.

Geography of Scotland and England.—Two knew a little of it, but knew nothing of Europe.

Third Class.—Thirteen present; ages from eight to twelve.

Reading.—Unintelligible.

Spelling.—Indifferent.
 Dictation.—‘I am grateful,’ etc., none correct.
 Arithmetic.—Simple addition, none correct.

PARISH SCHOOL.—Considered ‘bad.’

Specimen
 of a bad
 school.

Building.—Very low in roof, and damp. No ventilation. Furniture, etc., fair.

Supported by £35 from heritors, fees, and interest on a mortification of £150. Master certificated. Educated at ——— parish school, Glasgow Normal, and two years at Edinburgh University. Had been a pupil-teacher.

Assistants.—Occasionally an unpaid monitor.

Fees.—3s., 2s. 6d., and 2s. per quarter.

Superintendence.—Minister and heritors. The teacher has been here seven years. The heritors never come to the school.

Inspection.—Not inspected by Government, but examined by Presbytery.

Remarks.—Smaller children come about April, and bigger ones leave about that time for farm work, and don’t return till after Martinmas. Master complains of the youth of the children at leaving, and the irregularity of their attendance in summer. Roman Catholics don’t learn the Catechism.

Examination.—Number on roll, 66; ages, six to fourteen; average attendance, 50.

First Class.—Six present; ages, twelve and thirteen (one girl of ten).

Reading.—Very bad; slurred over the words.

Spelling.—Bad.

Geography.—Knew nothing about Europe or Scotland, and are engaged on the map of Asia.

Grammar.—Indifferent. Answered a few questions by dint of prompting.

Dictation.—‘I am grateful,’ etc., and four lines of poetry. In the first sentence, 1 made three mistakes, 2 four do., 1 six do., 1 seven do., and 1 was not intelligible. In the second sentence, 2 made six mistakes, 2 eight do., 1 nine do., and 1 was not intelligible.

Arithmetic.—Simple addition. None were correct; all six made two or three mistakes in the spelling of ‘arithmetic’ and ‘addition.’

On their slates, all but one failed in doing two simple sums in compound addition and proportion.

Second Class.—Nine present; ages, nine to twelve.

Reading.—Bad.

Spelling.—Very indifferent.

Arithmetic.—Knew very little.

Third and Fourth Classes.

Reading.—Very bad; slurring over words.

§ 8. The results arrived at in this chapter are, that the combination of University and Normal School training is distinctly the best education for a teacher, and it is desirable that there should be in every school of any importance, one master who has been two years at least at some university, and has been also instructed in the art of teaching at one of the Normal Schools. That the system which permits a teacher to hold several offices, in addition to that of school-master, is a bad one. But if it is to be discontinued, it will be necessary to increase the teachers’ salaries, which are far from too large at present. That pupil-teachers are serviceable in large schools, if well-selected and properly looked after, but they are of little value in small schools. That religious instruction, both in Bible History and Catechism, is very indifferently given in the majority of schools. The secular instruction is very unequal. In inspected schools it is generally above mediocrity, and in some it is good, but in the great majority of uninspected schools it is below mediocrity.

CHAPTER IX.

CONCLUSION.

General results—Defects in the present system—Suggested remedies.

General
results.

§ 1. THE state of education in the country districts of Scotland is such, as has been described in the foregoing chapters. One hundred and thirty-three parishes, selected from all parts of the country, showing at once the differences and the similarities existing under the present system, have been examined. It is reasonable to suppose that these parishes afford sufficient data from which a very close approximation to the true state of the education throughout the whole country, except the Highlands, may be formed. How far the condition of the Highlands corresponds with that of the rest of Scotland, can be seen by a comparison of the results arrived at in this Report, with those arrived at in the Report from the Highlands. If due allowance be made for the obvious distinctions in the circumstances of the two classes of people, and in the physical characteristics of the country, there is reason to believe that the correspondence will be intimate, and that very much the same good and bad points will be found to exist in the Highlands as in the Lowlands under the present educational arrangements.

The results arrived at may be gathered from the following tables, in which a numerical comparison is instituted between the different kinds of schools which are found in all the country districts:—

ABSTRACT OF TABLES.

Description of Schools.	Number of Schools.	Buildings.			Scholars.			Masters.		Paid Mistresses.		Assistants.			Teaching.				Schools not Examined.
		Good.	Fair.	Indifferent.	Bad.	Accommo- dation for at 8 sq. ft.	On Roll.	In Actual Attend- ance.	Certifi- cated.	Not Certi- ficated.	Assistants.	Pupil- Teachers.	Monitors.	Very good.	Good.	Fair.	Indifferent.	Bad.	
1. Parochial,.....	130	90	14	14	12	12,707	10,865	8,742	53	77	3	33	6	6	43	28	12	7	34
2. (1.) Side do,.....	26	11	4	2	9	1,358	1,274	1,017	7	19	...	5	...	...	7	9	4	3	3
2. (2.) Female do,.....	8	3	4	1	...	592	683	543	...	...	6	2	...	...	1	3	1	...	3
3. General Assembly,.....	26	11	9	6	1	1,911	2,081	1,654	14	7	2	17	5	...	8	5	2	...	11
4. Christian Knowledge Society,	15	5	6	1	3	747	564	460	1	10	2	5	...	...	4	2	...	...	8
5. Free Church,.....	74	36	23	8	7	6,134	5,459	4,558	37	30	5	28	6	2	15	19	5	1	32
6. Episcopal,.....	9	7	2	...	...	759	716	560	6	2	1	5	...	...	3	2	2	...	2
7. Roman Catholic,.....	4	2	1	1	...	268	236	188	...	2	2	...	...	...	...	1	3	...	...
8. Subscription,.....	67	23	18	9	17	4,865	5,320	4,286	20	28	12	26	2	...	14	21	11	4	17
9. Infant,.....	8	4	2	2	...	675	733	553	...	...	3	5	...	...	2	1	1	1	3
10. Endowed,.....	14	8	3	3	...	994	750	565	4	7	...	4	...	...	1	4	1	2	6
11. (1.) Proprietary (Boys'), ...	12	9	3	...	...	716	603	465	5	7	...	3	...	...	1	4	3	...	4
11. (2.) Do,.....	34	17	7	5	5	1,676	1,583	1,316	...	...	14	21	...	...	7	7	6	...	13
12. Private Adventure,.....	50	5	12	5	28	1,558	1,959	1,590	...	13	1	38	...	...	3	10	6	15	16
13. Miscellaneous,.....	7	5	1	...	1	631	625	524	3	3	...	2	...	...	2	1	1	1	2
	484	236	109	57	82	35,591	33,451	26,971	150	205	51	195	19	8	111	117	54	40	164

CENTESIMAL ABSTRACT OF TABLES.

SCHOOLS.	Description.	Percentage of different kinds of Schools.	Centesimal proportion of Buildings which are				Centesimal proportion of Masters who are		Centesimal proportion of Mistresses who are		Centesimal proportion of Schools examined, in which the Teaching was					Centesimal proportion of Schools	
			Good.	Fair.	Indifferent.	Bad.	Certified.	Not Certified.	Certified.	Not Certified.	Very good.	Good.	Fair.	Indifferent.	Bad.	Examined.	Not Examined.
1.	Parochial, ...	26.9	69.2	10.8	10.8	9.2	40.8	59.2	8.3	91.7	6.2	44.8	29.2	12.5	7.3	73.8	26.2
2.	(1.) Side do, ...	5.4	42.3	15.4	7.7	34.6	26.9	73.1	...	100.0	...	30.4	39.1	17.4	13.1	88.5	11.5
	(2.) Female do, ...	1.7	37.5	50.0	12.5	...	...	...	75.0	25.0	...	20.0	60.0	20.0	...	62.5	37.5
3.	General Assembly, ..	5.4	42.3	34.6	23.1	...	66.7	33.3	10.5	89.5	...	53.3	33.3	13.4	...	57.7	42.3
4.	Christ. Know. Society,	3.1	33.3	40.0	6.7	20.0	9.1	90.9	28.6	71.4	...	57.1	28.6	...	14.3	46.7	53.3
5.	Free Church, ...	15.3	48.7	31.1	10.8	9.4	55.2	44.8	15.2	84.8	4.8	35.7	45.2	11.9	2.4	56.8	43.2
6.	Episcopal, ...	1.8	77.8	22.2	...	...	75.0	25.0	16.7	83.3	...	42.8	28.6	28.6	...	77.8	22.2
7.	Roman Catholic, ...	0.8	50.0	25.0	25.0	...	...	100.0	100.0	...	...	...	25.0	75.0	...	100.0	...
8.	Subscription, ...	13.8	34.3	26.9	13.4	25.4	41.7	58.3	31.6	68.4	...	28.0	42.0	22.0	8.0	74.6	25.4
9.	Infant, ...	1.7	50.0	25.0	25.0	...	...	...	37.5	62.5	...	40.0	20.0	20.0	20.0	62.5	37.5
10.	Endowed, ...	2.9	57.2	21.4	21.4	...	36.4	63.6	...	100.0	...	12.5	50.0	12.5	25.0	57.1	42.9
11.	(1.) Proprietary (Boys),	2.5	75.0	25.0	...	...	41.7	58.3	...	100.0	...	12.5	50.0	37.5	...	66.7	33.3
	(2.) Do. (Girls),	7.0	50.0	20.6	14.7	14.7	...	...	40.0	60.0	...	33.3	33.3	9.6	23.8	61.8	38.2
12.	Private Adventure, ...	10.3	10.0	24.0	10.0	56.0	...	100.0	2.6	97.4	...	8.8	29.4	17.7	44.1	68.0	32.0
13.	Miscellaneous, ...	1.4	71.4	14.3	...	14.3	50.0	50.0	...	100.0	...	40.0	20.0	20.0	20.0	71.4	28.6
		100.0	48.8	22.5	11.8	16.9	42.3	57.7	20.7	79.3	2.4	33.6	35.5	16.4	12.1	68.2	31.8

The conclusion to be drawn from them is, that the elementary education of the country is, on the whole, better than was generally anticipated, but it might very easily be made much more satisfactory than it is.

General conclusion as to the quality of the elementary education in the country. Defects in the present system. Want of organization. Want of supervision. Want of thoroughness in teaching.

§ 2. The defects in the present system are, want of organization, want of supervision by some competent central authority powerful enough to make its influence felt by every individual connected with it, and want of thoroughness in the matter of teaching. Those defects can only be cured by wide, vigorous, and careful legislation. The re-organization of the schools in Scotland, and the erection of new schools wherever they are wanted, is not a task to be undertaken unadvisedly. But the task must be undertaken and carried through, if the machinery is ever to be effective. Many existing schools will have to be condemned, and many new schools established, and funds must be collected to bring about this result. What amount of money will be required, or from what quarter it is to come, it is not easy to say. One thing is certain: the funds will not come from voluntary subscriptions, neither will the education of the country adjust itself, in a way that ever can be satisfactory, by voluntary efforts alone. The evils of the present system can all be attributed to the want of wholesome compulsion, and to reliance upon the good sense and liberality of the community. It is vain to look either for good sense or liberality in matters of education, from people who are not themselves educated. Let the State provide the means of education, aided to as large an extent as possible by voluntary efforts, whether in the shape of subscriptions or of school-pence, and by local assessments imposed by law. Then, as the people take advantage of the means provided, they will gradually come to see the benefit of education, and be more likely to arrive in time at some capacity for the administration of the duties connected with so important a subject. As it is at present, there is no competent authority to initiate, to administer, or to superintend. Schools spring up where they are not required, and there are no schools where they are required. The buildings may be good, or they may be unsuitable. The school apparatus may be adequate, or there may not be a bench to write at, or a black-board or map throughout the length and breadth of a whole district. The teachers may be good, or they may be utterly incompetent: they may be wealthy men, or they may be starving: they may be under official supervision, or the entire management of the schools may devolve upon themselves, and they be responsible to no one. The children may attend school, or they may not attend, but grow up in absolute ignorance. All these evils are due to want of organization, and suggest the necessity of some central authority to regulate the education of the country.

Centralization implies a national system, and when a central board with the supreme control of education is established, there is an end of all denominational and miscellaneous systems. And is there any reason why the education of a great country should be kept in an unsatisfactory state, because the clergy and the people

Remedies suggested. A national system of education.

are split up into religious sects, who, though they differ in some respects, are at one upon the necessity of education? The country, so far as we could learn from the counties and parishes visited, is all but unanimous in answering that there is no reason. People of every class, and of every religious denomination, are agreed that Scotland is fully ripe for a national system. Parents of all denominations send their children indiscriminately to schools belonging to different denominations than their own, knowing well that, in doctrine and system, the religious instruction in schools of one denomination does not differ from that given in schools of another, the Roman Catholic schools alone excepted. There is no reason on religious grounds why there should not be a national system, and there can be no reason upon any other ground. The small minority who might oppose it consists of a fraction of the present local managers of some of the schools. But the interest of those attending school is of more importance than the wishes or fears of the managers, and nothing thorough can be accomplished, except upon some universal plan, which must go beyond the present state of things.

Central
manage-
ment.

The details of a national system would require very careful adjustment, but the main principles are clear. There must be a central board of management for the whole educational system of the country, and some local management for the individual schools, or for the districts or parishes. The functions of the central board should include a re-organization of the existing school system. The board should exercise the requisite supervision over all the schools, including the examination of candidates for the office of teacher, the appointment of inspectors, and the distribution of Government grants according to the result of the annual inspections. The board should take cognizance of all charges preferred against schoolmasters by the local managers, and appeals should lie to it on all questions between the teachers and the local managers.

Local man-
agement.

From what body in the community the local managers should be selected it may be difficult to decide. The heritors' board, as at present constituted, is in many respects the most suitable, and to it the interests of education might safely be intrusted, subject as above to the supervision of the central authority. But two objections are made to that board: the objection that the Established minister is on the board, to the exclusion of the ministers of other denominations; and the objection that if there be a local assessment levied on the people who are not heritors, they are unrepresented in the body which administers the assessment. The first, it is said, can be overcome in two ways,—either by the exclusion of all ministers from the board, or by the adoption of all into the board. The first method deprives the board of the most useful man in it; the second may have the effect of introducing strife. Of these two evils the latter, as being problematical, is the least. But the second objection must be met, and by meeting it the ground around the first may be cleared. There must be some representative of the body of ratepayers in each parish or district. It is of vital importance to all education that this representation be limited, and, as far as

possible, confined to the educated and influential among the body of ratepayers. In most parishes the ministers of the different denominations are the representatives who would be selected, so that in that event, even if the Established minister were kept *ex officio* upon the board, the other ministers would have an equal voice with him in its proceedings. The objection to this, that such a method places the Established minister in a higher position than his fellow-ministers, has no reality in it, and ought to meet with no consideration at the hands of those who are legislating on education, and not on ecclesiastical matters. But if it were a real objection, it can be answered by saying that the Established minister has been inseparably connected with the heritors' board since the commencement of the parochial system, that the success of that system is in a great measure to be attributed to the minister, and that this new system of management is but an extension of the parochial system which has worked so well. A board, then, of managers, consisting of the present heritors' board, and a representative of the ratepayers, should have the local control over the schools, but that control should be as light as possible. Interference with the teachers is to be deprecated in the strongest terms. The local board will find quite enough to do in levying and collecting the assessment, in electing teachers from a certified body, in fixing salaries, fees, school hours, and subjects of instruction. These points settled, all actual supervision over, and interference with, the teacher should be left to the inspector. Whether the inspector should visit the school once a year or oftener is a matter of detail for future consideration. But the inspection should be similar to the official inspection as at present established, and should be based upon the principles of individual examination and paying by results.

There are other points of importance, such as the establishment of intermediate schools between the elementary schools and the universities, and the appointment of assistants where they are required. These matters would fall within the scope of organizing powers given to the central board. A system formed on some such principles as these would go far to remedy the defects under which Scotch education labours. Organization, general supervision, and official inspection, are the three elements wanting to bring this country to as high a pitch of education as any country in the world.

Organiza-
tion, super-
vision, and
inspection
the three
elements
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in Scotch
education.

We have the honour to remain,

MY LORD DUKE, MY LORDS, AND GENTLEMEN,

Your most obedient servants,

A. C. SELLAR.

C. F. MAXWELL.

APPENDIX.

NO. I. ANSWERS TO HEADS OF EXAMINATION.

1.—REV. J. BLACK, H.M. INSPECTOR OF SCHOOLS.

My experience extends over the Counties of Berwick, Roxburgh, Peebles, Selkirk, Haddington, Edinburgh, Linlithgow, Stirling, Dumbarton, Bute, Argyle, Perth, Clackmannan, Kinross, Fife, Forfar, Kincardine, Aberdeen, Banff, Elgin, and the insular parts of Inverness and Ross.

Rev. J.
Black.

State the characteristics of your district, and characteristics of the population?—Exceedingly various.

What has been your experience on the subject of education?—I have been a teacher for two and a half years, and an inspector of schools for eight years.

I.—*Supply and demand of Education.*

1. Have the poor people in this district been educated? If so, do they remember what they have learned?—Most of them have been more or less educated. Those who have got little instruction, generally forget most of what they have got.

2. Can you mention any instances of inability to read and write among the respectable poor?—Many instances of inability to write, and also of inability to read with such fluency as would render their reading available for amusement or otherwise.

3. Are most children in district at school?—Most of the children are more or less at school, at one time or another.

6. Is the number of schools adequate?—Generally, yes.

7. Is the situation convenient?—Most of them are conveniently situated, so far as I am aware.

8. Where children are not at school, is it owing to parents? (a) Apathy; (b) Poverty; (c) Religious differences between parents and managers; (d) Because the teaching is unsatisfactory.—(a) and (b) Yes; (c) Not to my knowledge; (d) Occasionally perhaps.

9. Is it because they cannot forego the children's wages?—Frequently because they either cannot, or will not.

12. By what occupation?—Children are sent very young into factories and mines; in the agricultural districts, they are taken from school for days, weeks, and months, to plant potatoes, tend cattle, etc. The length of school attendance per annum, in the agricultural districts, is, on an average, perhaps not more than four months or thereby.

18. How can attendance be increased? (a) By prizes; (b) By the quality of instruction given; (c) By any particular system of school management; (d) By gratuitous instruction; (e) By the enforcement of an education test before children under twelve can be employed?—(a) I should think not; (b) Yes, good schools are best attended; (c) I do not

Rev. J.
Black.

know any system that would have this effect; (d) Certainly not, unless it be given with great caution and prudence; (e) Most decidedly.

19. What provision is made for the education of pauper children?—The parochial boards generally send them to school, paying the usual fees.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Generally public schools.

2. Endowed, or unendowed?—Endowed schools (the parish schools being reckoned as such).

3. Inspected or uninspected?—Inspected schools, if I may judge of the others from the appearance made by schools inspected for the first time.

4. What is your experience and opinion as to (a) Evening schools; (b) Industrial schools; (c) Infant schools; (d) Half-time system?—(a) I have seen very few, and these not much to boast of; (b) I have inspected good schools, with industrial training for girls, at Kirriemuir, Forfar, Alyth, Errol, and (on a small scale) at Carriden, Linlithgowshire. In addition to these, there are several ragged and reformatory schools, in which industrial instruction is given with good results. (Sewing schools are not referred to, I suppose, in this query. They are numerous, and often very good.) (c) Infant schools are sometimes mere nurseries, to which mothers send their very young children to get them out of the way, and under the charge of a person who will take good care of them. I have seen *one* with several large cradles or beds, in each of which three or four children were put to sleep of an afternoon. Generally, infant schools afford pretty good *training*, but little *instruction* of any value. To this last remark, however, there are numerous exceptions among those schools conducted by trained mistresses. Untrained teachers are, as a rule, even less successful among infants, than among older children. In one infant school of 130 children, I found about two-thirds learning the alphabet; (d) I have not very much experience of this. Half-timers in a school among other children, spoil the organization. I have found them in such cases much neglected, and far behind others of their age. I remember no school for half-timers only.

5. Do you approve of—(a) Normal school training for masters and mistresses; (b) Teachers who have had a University education; (c) Pupil-teachers? Stating the grounds of your approval or disapproval.—(a) and (b) Yes. Normal school men are generally better *teachers*, *i.e.*, more skilful in communicating what they know, and better acquainted with the details of school management, than University men are, at least for the first few years after they enter the profession. University men, on the other hand, are better *educated*, though by no means always better *informed*. I very much prefer University men, on the whole, because in tone of mind, taste, and feeling, they are altogether a higher class of men. I should wish the teachers to be gentlemen, and their contact with a higher intellectual life tends in that direction; but a combination of University education and Normal school training would produce better teachers than either does separately; (c) In every case well-qualified assistants are preferable to pupil-teachers, but they cannot always be had, being too expensive; and large schools are often very efficiently conducted by a master and pupil-teachers. I disapprove of pupil-teachers in small schools (say of sixty scholars). See under query 14 of this division.

6. Is there any difficulty in finding schoolmistresses?—None whatever, except from the excess of applicants.

7. Parochial schools—(a) What is your experience as to the election of parish schoolmasters? (b) What system of election is adopted? (c) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (d) Do the heritors take part in the election of the schoolmaster? (e) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (f) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(a) and (b) The election is conducted, so far as I know, according to law; (c) Heritors no doubt make blunders like other people, but I believe they generally do their best to make a good selection; (d) Certainly. They may be guided by the minister's opinion to a greater or less extent, according to their confidence in him, but they *always* take part in the election; (e) *Cæteris paribus*, a majority would appoint one of their own denomination; (f) There is always the greatest difficulty in doing so.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—There is always, or nearly always, great difficulty in getting schools enlarged or repaired. There is no proper provision for this purpose.

10. Have schools increased in proportion to an increasing population?—Yes; I should think they have increased more than proportionally.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—There is not much ground for complaint on this score, so far as I know. (See query 13.)

12. Funds voted by Parliament—How spent?—On the whole, well.

13. Has too much been expended on keeping up unnecessary schools? Instances.—Occasionally; sectarian zeal has now and then led to the establishment of unnecessary schools, or at least of schools that might have been placed at a greater distance from existing schools; but such cases are not so numerous as seems to be sometimes assumed.

14. Has too much been spent on pupil-teachers? Instances.—Yes; the number of pupil-teachers allowed was at one time unnecessarily large (in certain schools, one for every 30 scholars). There was also a large number in small schools, where they are not required, and cannot be well trained. These are gradually disappearing in view of the Revised Code.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(a) The teachers; (b) The scholars.—(a) It will pull up the inferior, and make little difference, in respect of efficiency, to the better ones; (b) It will promote the *elementary* instruction of the mass, at the expense of the few. But its tendency to make some teachers neglect the more advanced scholars might be in a great measure counteracted, by extending the standards upwards, *i.e.*, by adding to the six standards of the Code seventh and eighth, or even more, so as to include the higher arithmetic, grammar, and composition.

III.—Subject-matter of Education.

1. What description most valued?—Elementary.
2. Is religious teaching deemed essential?—Yes.
3. Is the Catechism?—By most it is. Not universally.
4. Have classics declined? If so, what is the cause?—Yes. The increasing attraction of commercial pursuits is no doubt the principal cause.

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Black.

5. Are singing, drawing, etc., much valued?—Not so much as they should be.

6. Is industrial training approved of along with, or distinct from other branches?—Variously. Opinions are tending towards a preference for the former mode.

7. Does denominational influence act in causing parents to prefer one school to another?—Not to any great extent.

8. What are your views as to a denominational as distinct from a national system of education?—I consider a national system by far the more desirable, if the difficulties in the way can be fairly got over.

2.—JOHN BROWN, SCHOOLMASTER OF GIRTHON, KIRKCUDBRIGHT.

Population, 1700.

John
Brown.

State the characteristics of parish, and characteristics of the population. —Gatehouse (Burgh of Barony), near the mouth of the river Fleet, in an agricultural parish twenty miles long, inland, pastoral, and population very scanty.

What has been your experience on the subject of Education?—Teacher for sixteen years; have held appointments in six different counties, four times in as many parochial schools; always in full charge.

I.—Supply and demand of Education.

1. Have the poor people in this parish been educated?—If so, do they remember what they have learned?—Yes; Irish immigrants excepted. Yes. I have been brought into contact with the labouring Scotch poor a good deal, and I have found them fairly educated as a whole. The elder women are generally not so well educated in writing. Of half a century ago, or more, I have often heard them say, *their* acquiring writing was carefully prohibited.

2. Can you mention any instances of inability to read and write among the respectable poor?—Not one. Enclosed are three of the very worst I can find in ninety-three written excuses of absence from parents.

3. Are most children in parish at school?—Yes.

4. Do you know any who are not?—Yes.

5. If so, why are they not?—See '8 (a) + (b)' in general. Poverty sometimes prevents parents from sending their children to school, but unless they are very indifferent about their education, it may always be had by applying to kirk-sessions, or to teachers, who are commonly ready to give admission to such as are really entitled to it on that account.

6. Is the number of schools adequate?—Twice over. I am of opinion that schools enough, and more than enough, exist, and yet the wants of the whole population are not met, because denominational schools, in receipt of Government aid, are frequently situated in localities already well supplied. Had such schools been required in the parishes where they are, but differently situated, they would in many instances have done useful work; as it is, they are in direct opposition to economy.

7. Is the situation convenient?—Yes, quite.

8. Where children are not at school, is it owing to parents?—(a) Apathy; (b) Poverty; (c) Religious differences between parents and managers; (d) Because the teaching is unsatisfactory?—(a) Not very uncommon; (b) Not in this parish; I might say, not in any rural parish; (c) Never have I known such a case. I have had pupils out of families professing various forms of faith, or no faith whatever, and I never heard any opinion opposed to the management expressed by any one of them.

The reason is obvious. Scotch schools are not denominational, but strictly national in their character and constitution. In short, I never met with the 'religious difficulty,' and I never met with a Scotch schoolmaster who did. Roman Catholics object to the Shorter Catechism, and the objection is allowed; (d) Sometimes.

9. Is it because they cannot forego the children's wages?—Yes, commonly; but by enactment prohibit children under twelve to be employed, and it will raise the parents' wages.

10. At what age do children earn wages?—From ten, commonly twelve and thirteen.

11. How much do they earn?—Eightpence to one shilling in summer; no work in winter for them.

12. By what occupation?—Peeling bark, gathering mussels, hoeing turnips, etc.

13. Does female labour prevail?—Yes.

14. Of what nature?—Turnip-weeding, hay and corn harvest, potatoes.

15. Is Factory Act, or anything similar, in force here?—No; but ought to be. See '18 (e).'

16. Can you mention any instances within your experience where such an Act has been infringed?—I have heard of such infraction in my immediate neighbourhood when in Howwood school, but I did not make it my duty to prove the accuracy of the statement.

17. If wages are high, does children's attendance fall off, or *vice versa*?—It falls off, unless the Factory Act interferes. In Fife, the colliery schools—I taught one—were well attended on this account.

18. How can attendance be increased? (a) By prizes; (b) By the quality of instruction given; (c) By any particular system of school management; (d) By gratuitous instruction; (e) By the enforcement of an education test before children under twelve can be employed?—See below '(e)'; (a) Not at all necessary; (b) This has some effect where there is competition, but instruction is generally satisfactory; (c) Objections of this kind are made, on slight grounds; (d) No; that would not affect it, for it is now freely given. Gratuitous instruction is not so frequently asked as it is offered, and the duty of accepting it *pressed* on parents. They accept it perhaps, and easily relinquish it in order to gain something by their children's labour. It is much the same with pauper children, unless the inspector of poor be firm and vigilant. To the query I reply, Yes; give gratuitous instruction to all classes, but attendance must be enforced to make it nationally beneficial; (e) Yes, emphatically; in reading, writing, and elementary arithmetic. All practical men whom I have considered the question with are agreed on this. It is the duty of the State to protect itself by protecting the children from the selfishness and the apathy of the parents. Necessity has not so much to do with it as is commonly supposed.

19. What provision is made for the education of pauper children?—Legal. Parochial boards either pay the teacher's bill, or enable guardians to do it. Legal provision is made for pauper children, and the parochial boards do one of two things—(1.) They pay the teacher's account through their inspector; or (2.) They make such an addition to the alment allowed as to enable parents themselves to pay it. The latter is not common, and it is almost certain that the extra allowance will never reach its destination. *Note.*—Poor children are not to be considered as the same as pauper children. To the latter the parochial board is in *loco parentis*, to the former the school committee, in educational matters.

John
Brown.

II.—Efficiency of Schools and Masters.

1. Are public or adventure schools most efficient?—Public schools.
2. Endowed or unendowed?—Endowed, as a rule.
3. Inspected or uninspected?—Inspected; inspection would remove such cases as noted below '7 (f)', and *amply* by using 24 and 25 Vict. cap. 107, sect. 17, 18. All schools should be open to inspection, whether public or adventure. It keeps a careful eye for good on the latter. In the former it insists on efficiency, and must obtain it, or remove the obstacles. This implies a central board, in itself a court of inquiry and court of appeal. The Board of Supervision is an excellent illustration of what I mean.
4. What is your experience and opinion as to—(a) Evening schools; (b) Industrial schools; (c) Infant schools; (d) Half-time system?—(a) and (c), 1. Would be very useful till '18 (e)' had rendered them unnecessary. They are not available in rural districts, only in towns; 2. (c) Of questionable advantage for children under six. They are not available in rural districts, and not (in my opinion) necessary.
5. Do you approve of—(a) Normal school training for masters and mistresses; (b) Teachers who have had a University education; (c) Pupil-teachers? Stating the grounds of your approval or disapproval.—(a) Most distinctly. They have made systematic teaching a *certainty* in Scotland, but they should not interfere with a man's education. '*Let that be finished at the University*'—two sessions at least for teachers who pass one examination, then Normal school one year. The Normal schools have performed a work unique, and much wanted in Scotland, by affording *professional education* to teachers, but they have encroached on the College, and to that extent they have betrayed themselves; (b) The University is the proper place for the young teacher to attend *before* entering the Normal school. It imparts liberality, refinement, and culture, such as can obtain nowhere else. He should attend classes in the University for two sessions, studying the classics, mathematics, and natural philosophy, and he should be encouraged to obtain a diploma corresponding to the degree B.A., and no teacher should be capable of election to an important *Parochial School* who cannot produce it. After this, they should be further required to pass one session at the Normal school, one of which should be at each University seat. This would maintain the parish schools in their twofold character of elementary and *middle schools*, of which latter there is no want in the country. Burgh schools are middle-class schools, and only want patronage to render it unmistakable. There is no want of middle-class schools, I repeat emphatically, and if, in a county, such want did exist, it would be adequately supplied by putting a University man in parochial schools situated in populous localities. He should be college-bred to the extent I have indicated, at the very least—more for higher schools. (Note.—To obtain this, and to maintain it, *salaries must be raised*, in order to attract able and respectable men.) (c) Yes, in the absence of better assistance. They cannot be trusted behind your back, and, excepting in their third year, have little educational force.
6. Is there any difficulty in finding schoolmistresses?—None.
7. Parochial schools—(a) What is your experience as to the election of parish schoolmasters; (b) What system of election is adopted; (c) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (d) Do the heritors take part in the election of the schoolmaster; (e) Would a majority of one denomination object to a schoolmaster of another denomination being appointed; (f) Do you know of any instances where there has been diffi-

John
Brown.

culty in removing an incompetent schoolmaster? State any such instances.—(a) That it is satisfactory to the people, and judiciously used by the heritors and minister; (b) The schools of the best teachers and scholars are visited, and the most suitable candidate appointed; (c) 'I never knew or heard of dissatisfaction with the choice or mode of making it.' But after a trial, when unfitness was supposed to be manifested, people became dissatisfied with *the results*. Heritors and ministers make careful inquiry into the character and professional ability and attainments of candidates for the school, and so judiciously is this done, that the parish schools have never lost their national character, and all settlements have been well received, so far as my personal knowledge and information reach. This might be expected, as the people look upon it as a secular matter, not as a church affair; (d) Invariably, in person, or by their agents; (e) I do not think so; I never heard any objection made on that ground in any part of the country; (f) I have known instances where he should have been retired or dismissed, but where indulgence or humanity saved him, at the expense of the parish as to education. N— and D— now; G—, lately; A— at present; and P— a few years ago.—1. In the first two the parochial schoolmasters do not teach, have long ceased to do so. 2. In G—, he was induced to resign through fear of action being taken against him. 3. In A—, he is, I understand, kept on trial for a little longer, which is kindly meant towards him, but ruinous for the rising generation. Enforce Act 1861, and 'there need be no difficulty whatever felt in removing a *really* incompetent teacher.' Meet the third case given, and remove a real grievance often complained of.

I set out with the rule, appointment *ad vitam aut culpam*, as modified by Act of 1861, which offers every reasonable facility for removing a teacher incompetent from whatever cause. He should be enabled to perform his duty without fear of consequences, but at the same time, he should be made to suffer the consequences of neglect of duty as well as excess of duty. Had the Act of 1861 provided for inspection, which would have rendered the execution of its provisions imperative, nothing would have been left out which could have been desired in that respect. Of course, such inspection would remove the 'supervision' of the Presbytery.

There is difficulty in removing a teacher sometimes, but it is a *social* difficulty. Suppose he is understood to be settled there a while, and friends have gathered about him, who see his shortcomings, and lament them; but *who* will act against him and his *poor family*? 'Not I;' 'nor I,' etc. This is the real difficulty, and one which an impartial inspector would not be bound to respect so much as to blind him to his duty. To be brief, an inspector would remove that difficulty.

8. Non-parochial schools. State your opinion as to—(a) System of election; (b) System of management; (c) Tenure of office by schoolmaster; (d) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management?—'Elementary schools'—(a) By advertising, followed by visitation of schools; (b) By local committee, elected annually; (c) Removable at will of managers, and in consequence, teachers are continually leaving them for parish schools, or more permanent appointments generally; (d) My answer to (c) satisfies this. The teacher never feels secure in office, from intrusion and interference.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—E— school, P—, C—, K—, Q—, J—. Such things do not often occur in new districts, frequently in old ones.

John
Brown.

10. Have schools increased in proportion to an increasing population? —Yes; they may not have been erected immediately to meet the want, but they have been built.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people? —I do not know such cases; none where the schools are undenominational. Poorer districts have schools quite suitable to their wants on the whole, except in buildings and permanent support.

12. Funds voted by Parliament—How spent?—Not economically. Here, with a population of about 2000, and pupils not above 300, there are three schools within a radius of 400 yards, receiving £120 of public money.

13. Has too much been expended on keeping up unnecessary schools? Instances.—Yes; chiefly, almost exclusively, in connexion with Free Church schools, as in Gatehouse, Borgue, Glenluce, Portpatrick, Cairnryan.

14. Has too much been spent on pupil-teachers? Instances.—I cannot say yes. In all large schools there should be no pupil-teachers allowed, say where 120 pupils are, only assistants.

15. Or in any other way? Instances.—In granting augmentation of salary according to certificate of merit, and not according to the position of the school.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(a) The teachers; (b) The scholars?—It is not adapted to Scotland because it is repressive; (a) It encourages cramming more than education, and tends to limit the range of subjects; (b) All classes meet without distinction. The Revised Code points out class, the profitable and the unproductive. At present the rich and poor pay the same fees, which are always modified to meet the circumstances of the labouring classes.

III.—Subject-matter of Education.

1. What description most valued?—Reading, writing, and arithmetic.

2. If religious teaching deemed essential?—Yes; most distinctly.

3. Is the Catechism?—Yes; *by the Presbytery*, as indispensable.

4. Have classics declined? If so, what is the cause?—They were declining, but are now more valued.

5. Are singing, drawing, etc., much valued?—Singing is rather liked; drawing very seldom named.

6. Is industrial training approved of along with, or distinct from, other branches?—Those to be benefited are strangely indifferent, and seem to prefer the other branches *minus* industrial training. That, they say, can be done at home.

7. Does denominational influence act in causing parents to prefer one school to another?—Yes; that is the rule, to which exceptions are pretty numerous.

8. What are your views as to a denominational as distinct from a national system of education?—It is an unnecessary evil, which could be given up any day, provided the parochial system, which is national, were sufficiently extended now, and made so elastic as to meet a want which might arise hereafter. Such schools as are mentioned in 13 are unnecessary. Include such as Laggan in Anwoth, Malzie in Kirkinner, Grange in Penninghame, Glen of Luce in Glenluce, Port William, Howwood in Lochwinnoch, Elderslie in Johnstone, parishes; and where such localities are without schools, they should be at once supplied.

3.—JOHN CRUICKSHANK, ABERDEEN.

Population, 221,569 in 1861; now perhaps, 224,000.

State the characteristics of the district to which your experience applies, and characteristics of the population?—Chiefly agricultural. Cultivation greatly extended and greatly improved within the last fifty years. The population generally intelligent and industrious. J. Cruickshank.

What has been your experience on the subject of Education?—Experience as occasional assistant in a parish school, as a parish schoolmaster, as tutor in a family, as professor, or assistant-professor, of Mathematics for forty-six years, ending in 1860, and as inspector of the parochial schools in Aberdeenshire for eighteen years, ending in 1864.

I.—Supply and demand of Education.

1. Have the poor people in the district been educated? If so, do they remember what they have learned?—Most of the poor have been more or less educated; but many so imperfectly as not to retain what they have learned.

2. Can you mention any instances of inability to read and write among the respectable poor?—I fully believe there are such instances; but they have not come under my personal knowledge.

3. Are most children in the district at school? 4. Do you know any who are not?—The majority are at school; but many who ought to be are not, and many who are attend very irregularly.

5. If so, why are they not?—Because parents neglect to send them, or employ them in light work, or send them out on hire.

6. Is the number of schools adequate? 7. Is the situation convenient?—I think the schools are adequate in number, but some of them are inefficient, and some in situations ill chosen.

8. Where children are not at school, is it owing to parents? (a) Apathy; (b) Poverty; (c) Religious differences between parents and managers; (d) Because the teaching is unsatisfactory?—Absence of children from school is owing (a) to the apathy of the parents in most cases; but (b) to their poverty in a few cases, where the children's earnings are needed. (c) I am not aware of religious differences between parents and managers, nor (d) of children being withheld on account of unsatisfactory teaching. The parents are often too easily pleased with the kind of teaching, especially if the teacher is indulgent.

9. Is it because they cannot forego the children's wages?—It is sometimes because they *can not*, but much oftener because they *will not* forego the children's wages or work.

10. At what age do children earn wages? 11. How much do they earn? 12. By what occupation?—At from eight to nine in some manufactories; at from nine to ten in country employments, such as watching cattle, or any light work. I cannot state their wages.

13. Does female labour prevail? 14. Of what nature?—Female labour prevails extensively both in manufactories and in agriculture. In the latter, females now do much heavy work which was formerly deemed suitable only for men.

15. Is Factory Act, or anything similar, in force here? 16. Can you mention any instances within your experience where such an Act has been infringed?—The Factory Act is in force. I have not found out, by inquiry, any cases of its infringement.

17. If wages are high, does children's attendance fall off, or *vice versa*?—When wages are high, the children's attendance falls off. Though the

J. Cruickshank. parents, if labourers, are earning more, they are tempted by the higher wages offered to their children to let them go to service.

18. How can attendance be increased? (a) By prizes; (b) By the quality of instruction given; (c) By any particular system of school management; (d) By gratuitous instruction; (e) By the enforcement of an education test before children under twelve can be employed?—I do not think that attendance can be materially increased by any of the means specified here, except by enforcing an education test. I have long thought this most desirable, and the only effectual remedy for a prevalent and growing evil. It ought to affect the parents indirectly, through the hirers of their children's labour. The test should comprehend reading, writing, and arithmetic; and, if applied before twelve years of age, it should be repeated at fourteen years, else the learning may be forgotten.

19. What provision is made for the education of pauper children?—The parochial boards pay school fees for pauper children. The patrons of the parish schools are understood to have a right to make the schoolmaster teach *gratis* such poor as they may recommend. This right is seldom exercised. Many schoolmasters voluntarily teach many poor children (not paupers) *gratis*.

II.—Efficiency of Schools and Masters.

1. Are public or adventure schools most efficient?—Public schools are more efficient than adventure ones.

2. Endowed or unendowed? 3. Inspected or uninspected?—Endowed more than unendowed, and inspected more than uninspected.

4. What is your experience and opinion as to—(a) Evening schools; (b) Industrial schools; (c) Infant schools; (d) Half-time system?—I cannot answer these queries from experience; but (a) I think evening schools may be useful, where attendance cannot be given in daytime; (b) industrial schools very useful in most cases; (c) infant schools useful in leaving the mothers free to work, and keeping the infants out of harm's way; and (d) the half-time system useful, if tests of progress be applied.

5. Do you approve of—(a) Normal school training for masters and mistresses; (b) Teachers who have had a University education; (c) Pupil-teachers? Stating the grounds of your approval or disapproval.—(a) I approve of the Normal school training for masters and mistresses; but think these ought to have the requisite knowledge before entering the Normal schools, and learn there only how to communicate it, which may be done in ten or twelve months; (b) I greatly prefer teachers who have had a University education. They have superior mental resources, can bring illustrations from a wider field, and are less likely to fall into the mill-horse track in which imperfectly educated teachers often move; (c) I think the pupil-teacher system a failure. One assistant will generally be worth more than two pupil-teachers, and may be got at the same, or less cost.¹

6. Is there any difficulty in finding schoolmistresses?—There is no difficulty in finding schoolmistresses, when competent salaries are offered.

7. Parochial schools—(a) What is your experience as to the election of parish schoolmasters? (b) What system of election is adopted? (c) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (d) Do the heritors take part in

¹ Pupil-teachers, generally speaking, are defective in temper, in power of illustration, in skill to adapt explanations to young minds, and in sense of responsibility; and their position as learners themselves makes them less respected by the other pupils.

the election of the schoolmaster? (e) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (f) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—J. Cruickshank.

(a) The electors of the parish schoolmasters are the heritors who have £100 Scots of valued rent, and the parish minister, the former sometimes voting by proxy; (c) Under any system the choice will sometimes be unsatisfactory; but I know of only one decidedly such, in this district, within the last twenty years. An influential heritor got the support of the others for a candidate opposed by the minister, who believed his scholarship to be defective; and, by a piece of unfortunate mismanagement, the Presbytery, then the examiners, passed him as qualified; (e) I doubt not that a majority of one denomination would often object to a schoolmaster of another; but I am confident that this will happen much less frequently among heritors, than among electors of a lower rank; (f) Several schoolmasters in this district have been got placed on retiring allowances, and without much difficulty, so far as I know. I am not aware of any recent attempt at complete deprivation. The general belief is, that a removal for mere incompetency would be difficult, under the Acts at present in force.

8. Non-parochial schools. State your opinion as to—(a) System of election; (b) System of management; (c) Tenure of office by schoolmaster; (d) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management.—My attention has not been directed to non-parochial schools. I have often heard, and believe it to be true, that managers are too ready to interfere with teachers; but I cannot specify instances.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—There has sometimes been considerable delay in repairing, enlarging, or renewing parochial school buildings, but much has been done in this way of late years. St. Fergus is a striking instance of yet defective accommodation. Some of the second or third parochial schools in our large parishes are very ill accommodated, the heritors not being bound by law to provide the buildings, *e.g.*, Clochcan and Shannas in Old Deer, and Kininmonth in Lonmay.¹

10. Have schools increased in proportion to an increasing population?

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—I think schools have increased in this county, in proportion to the population, and as much in the poor as in the rich districts; but some of the new ones have not been well placed; *e.g.*, Soon after the Disruption, a Free Church school was erected in the village of Ellon, with Government aid, very near an excellent parish school. At a distance of three or four miles, it would have been very useful.

12. Funds voted by Parliament—How spent?—Parliamentary grants have been spent on buildings, Normal schools, pupil-teachers, and certificated teachers.

13. Has too much been expended on keeping up unnecessary schools? Instances.—Too much has been spent in keeping up schools, not unnecessary in number, but unnecessary in their present position, *e.g.*, a Free Church school in Ellon (see No. 11); one in Gartly may be added.

¹ In many such cases heritors have been very liberal in erecting or helping to erect the buildings. At St. Fergus and Clochcan, the defects are likely to be remedied very soon.

J. Cruick-
shanks.

14. Has too much been spent on pupil-teachers? Instances.—Too much has been spent on pupil-teachers. (See II. 5 c.) The system exhibits a mass of instances.

15. Or in any other way? Instances.—Too much has been spent on Normal schools. (See II. 5 a.)

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(a) The teachers; (b) The scholars.—The Revised Code (Jan. 1864), will make (a) teachers pay too little attention to the higher branches, and (b) scholars careless about advancing to these, and making progress in them; will make very young scholars be confined too long in the schoolroom; will make the teacher lose by accidental or wilful absence from inspection; will make the lower standards too difficult, and the higher too easy; will ignore intellectual training; will not reach the most necessitous; will make of no effect, in this quarter, endowments of a peculiar nature, the Dick and Milne Bequests, to the serious loss of the schoolmasters, etc. etc.

III.—*Subject-matter of Education.*

1. What description most valued?—Reading, writing, and arithmetic are most generally valued; but in every parish I think there are parents who would give some of their sons a classical education, if they could afford it.

2. Is religious teaching deemed essential? 3. Is the Catechism?—Religious teaching, including the Catechism, is deemed essential by Presbyterians. Episcopalians and Roman Catholics omit the Shorter Catechism.

4. Have classics declined? If so, what is the cause?—The number studying classics has declined slightly; the number thereby fitting themselves for the University has declined greatly, owing to the increased expense of a University education at Aberdeen.

5. Are singing, drawing, etc., much valued?—Singing is a good deal valued; drawing far less than it deserves.

6. Is industrial training approved of along with, or distinct from; other branches?—Industrial training scarcely exists beyond charitable institutions in Aberdeen, except in the teaching of girls to knit and sew, which is preferred to be along with other branches.

7. Does denominational influence act in causing parents to prefer one school to another?—Denominational influence still acts, but to a less extent than fifteen or twenty years ago, in causing parents prefer one school to another.

8. What are your views as to a denominational as distinct from a national system of education?—I should prefer a national to a denominational system, and to have it formed by extending the present parish school system. If this cannot be done, I would have the present parish schools left under the present management, letting the necessary additional ones fall under small local boards elected by the parochial boards, and placing a small central board in Edinburgh, as a court of appeal. The members of the local boards ought to be above the majority in education and social position; and their power of interfering, as to subjects and methods of teaching, ought to depend on an inspector's report. The additional expense required ought to be met, in part, by an assessment on all kinds of property; but, when this would exceed a certain percentage, the balance ought to be supplied by the Government.

4.—REV. JOHN DAVIDSON, INVERURY, ABERDEEN.

Population, Burghal, 2232 ; Extra-burghal, 436 ; Total, 2668.

State the characteristics of the district to which your experience applies, and characteristics of the population.—The burgh is at one extremity of the parish, which is agricultural. The population consists chiefly of agricultural labourers, and is very movable. In addition there are tradesmen and shopkeepers, necessary for the parish and surrounding district, the burgh being the chief town of the Garioch. Rev. John Davidson.

What has been your experience on the subject of education?—From 1839 to 1844, master of the public mathematical school of Aberdeen ; have since 1844 taken an active part in the presbyterial examination of parish and other schools ; and have been for the past ten years convener of the committee of the Synod of Aberdeen on parochial education.

I.—Supply and demand of Education.

1. Have the poor people in the district been educated ? If so, do they remember what they have learned ?—Almost all, I think. Like other classes, to diverse extents.

2. Can you mention any instances of inability to read and write among the respectable poor ?—A few cannot write. "I do not recollect any such unable to read.

3. Are most children in the district at school ?—Yes.

4. Do you know any who are not ?—Yes.

5. If so, why are they not ?—See 8.

6. Is the number of schools adequate ?—More than adequate.

7. Is the situation convenient ?—For almost all parts of the parish which are not near enough to schools in neighbouring parishes.

8. Where children are not at school, is it owing to parents ? (a) Apathy ; (b) Poverty ; (c) Religious differences between parents and managers ; (d) Because the teaching is unsatisfactory ?—(a) In some cases ; (b) In most cases ; (c) None known to me ; (d) Sometimes because the *learning* (progress) is so.

9. Is it because they cannot forego the children's wages ?—Often.

10. At what age do children earn wages ?—From fourteen, or even twelve.

11. How much do they earn ?—Frequently their food only, or some clothing in addition.

12. By what occupation ?—Boys herd cattle, or do light 'orra' work. Girls serve in household work, errands, nursing, and such like.

13. Does female labour prevail ?—No.

15. Is Factory Act, or anything similar, in force here ?—No.

17. If wages are high, does children's attendance fall off, or *vice versa* ?—Yes.

18. How can attendance be increased ? (a) By prizes ; (b) By the quality of instruction given ; (c) By any particular system of school management ; (d) By gratuitous instruction ; (e) By the enforcement of an education test before children under twelve can be employed ?—(a) Suitable chiefly in populations large enough to prevent the jealousies of the candidates from spreading to their parents ; (b) The chief cause ; (c) Prepayment of fees would conduce to regularity of attendance ; (d) Increases attendance, but rather injures regularity ; (e) Is the thing practicable ? If so, it would be useful, *quoad* attendance.

19. What provision is made for the education of pauper children ?—Parochial boards bound by law to pay for such.

II.—*Efficiency of Schools and Masters.*

Rev. John
Davidson.

1. Are public or adventure schools most efficient?—In this parish, *public* schools, and I should think as a rule in country parishes and poor places.

2. Endowed or unendowed?—Endowed, with exceptions only such as all *rules* infer.

3. Inspected or uninspected?—I only know respecting schools inspected by one or more visitors.

4. What is your experience and opinion as to—(a) Evening schools; (b) Industrial schools; (c) Infant schools; (d) Half-time system?—Have no *experience*. *Opinion*—(a) Evening schools too great an addition to the work of most day schools; but useful for the class of youth whose opportunity of early education has been meagre. (c) Infant schools of little value for education, chiefly relieving parents of the trouble of watching their children—a sort of public nurseries for part of the day.

5. Do you approve of—(a) Normal-school training for masters and mistresses; (b) Teachers who have had a University education; (c) Pupil-teachers? Stating the grounds of your approval or disapproval.—(a) To the *art* of teaching, not the matter too; (b) Always if they can be got, as used to be the case in the North-Eastern counties of Scotland, in consequence of the low fees exacted at the Aberdeen Colleges. The supply is likely soon to fail from the increased cost of College education since the union of the Colleges; (c) No; parish schoolmasters tell me that such teachers are of little use to them. Grounds of opinion: College-bred men are found the best trainers of the intellect of their pupils, notwithstanding less skill in drill at first.

6. Is there any difficulty in finding schoolmistresses?—I think not.

7. Parochial schools—(a) What is your experience as to the election of parish schoolmasters? (b) What system of election is adopted? (c) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (d) Do the heritors take part in the election of the schoolmaster? (e) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (f) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(a) I do not know a case of improper appointment in the neighbourhood; (b) The statutory; generally upon consideration of testimonials, supplemented by private inquiry; (c) See '(e)' below; (d) Always, in my experience and knowledge; (e) I know of one case of sectarianism since the late Schoolmasters Act came into operation, in which the Free Church teacher, a person of shortcoming qualifications, was put into a parish school, to its great detriment, according to the reports of subsequent inspections; (f) I do not; one or two incompetent masters have *retired* on statutory allowances. Most cases of the sort were satisfactorily arranged before the late Act, by the administration of the Dick Trust.

8. Non-parochial schools. State your opinion as to—(a) System of election; (b) System of management; (c) Tenure of office by schoolmaster; (d) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management.—Have knowledge of only one considerable school of the kind, that is not proprietary; (a) The election in said school is by *ex officio* and subscribing trustees. The majority of these are Dissenters, and they have always elected a Dissenter as schoolmaster, though the great part of the families to be served are adherents of the Church; (b) The same case leads me to think that local boards of paying trustees like to make their

authority felt; (c) Should be *ad vitam ad culpam*, under a jurisdiction not open to the suspicion of unfairness; (d) I know that one good teacher was driven away by interference of individual managers with his freedom of opinion and conduct.

Rev. John
Davidson.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—Heritors generally do their duty well. When it is otherwise, the means of legal compulsion seem to be defective, appeal practically stopping at the Quarter-Sessions.

10. Have schools increased in proportion to an increasing population? —In this neighbourhood they have.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people? —That would have been the case extensively, but for the aid extended to poor districts by the 'Society for the Propagation of Christian Knowledge,' and following that, the Education Scheme of the Church of Scotland, supplemented by heritors or other individuals; and, more recently, the aid of other religious bodies, and public works. The answer applies to Highland parishes and larger towns especially.

12. Funds voted by Parliament—How spent?—Partial payment of assistants. At one time provision also of maps, etc., by special Privy Council grants.

13. Has too much been expended on keeping up unnecessary schools? Instances.—I think so. In Aberdeenshire, Free Church schools and Episcopalian schools have been built quite near the parish schools, and pupils canvassed for.

14. Has too much been spent on pupil-teachers? Instances.—A great deal too much on *the system*. The instances are few in which pupil-teachers have sought to become schoolmasters, so that the money spent missed its aim.

15. Or in any other way? Instances.—I do not know of other useless expenditure in this neighbourhood. I think the buildings required, in cases where building grants are made, are on too costly a scale. The poorest districts could not provide them.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(a) The teachers; (b) The scholars.—The question is difficult to answer, as the Revised Code is wisely made somewhat elastic by the supreme authority, and its application is not uniform, but varies with the inspector's views of how the prescribed standards of classification should be applied. (a) By making or accepting at the teacher's hands a standard of examination low enough, an inspector may make all the pupils in a school pass, so as to rank for the capitation grant. A teacher imprudently ambitious of showing great progress in his pupils for their age, may offer and have accepted a classification which will produce a number of failures, thereby lessening his capitation allowance, and entailing a probable loss of the same kind, while those pupils remain with him.

I have already answered this question in several particulars, in a paper submitted to the Commissioners, eight months ago, by one of their number, Lord Mure. The Revised Code is apparently undergoing wise modifications. On the whole, I think it would benefit *large schools*, by affording the means of paying well an assistant engaged to teach the three recognised branches, by which arrangement the master would be left more at liberty to pay attention to the other branches, which parish schoolmasters, at least in the district known to me, teach well. In schools which do not need an assistant, and could not afford one, by the capitation

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Davidson.

grant, the Revised Code, by solely encouraging the elementary branches, practically would discourage the others. The policy of the Dick trustees has been to encourage good teaching in all branches taught in the parish schools, even to the extent of rewarding instruction in modern foreign languages. What our parish schools hereabout are capable of is indicated by the following figures derived from tabulating the reports published by authority of competitions for bursaries at the King's and Marischal Colleges of Aberdeen, and, since their union, at the Aberdeen University. The trial was chiefly in Latin composition, and the rendering of Latin into English. English grammar and a little Greek have latterly formed part of the competitive exercise.

Of those found worthy of bursaries at King's College, at the competitions 1856-9, there were produced by the parish schools—26 per cent. *wholly* educated, 40 per cent. *chiefly* at these schools.

For the same period, Marischal College reported :—15 per cent. *wholly*; 41 per cent. *chiefly*.

At the University of Aberdeen, competitions 1860-4, the proportions were 13 per cent. *wholly*; 37 per cent. *chiefly*; and for 1865, 13½ per cent. *wholly*, 33 per cent. *chiefly*.

The rest of the successful competitors had received their previous classical instruction at classical schools, and privately; the greater part of them at the two grammar schools of Aberdeen, long known as the special training schools for the two Colleges.

The larger percentage of bursars, exclusively taught at parish schools, reported by King's College than appeared at Marischal College, is accounted for by the fact that more country students went to King's College than to Marischal College, which had the majority of town students. The diminished proportion of parish school alumni, reported since the union of the rival Colleges, arises from the fact that the attendance since the union has fallen off by something near the average attendance usual at Marischal College; the cost of a college education having in various ways increased to a sum which has deterred many of the poorer order, who would have seen their way to a college education at either College before; and the falling off has chiefly been in country students, the class furnished by parish schools.

The numbers given above, however, indicate the capability of the parish schools. At King's College, $26 + 40 = 66$ per cent. of the best class of students, *i.e.*, bursars, practically must be attributed to parish schools; the time the 40 per cent. attended special classical schools, such as the Aberdeen grammar school, being only three or six months in general, a very few going to special schools for a longer time.

The quality of education preparatory to University training given to these Aberdeen bursars, of which half were parish school products before, can be compared with the education of college students throughout Scotland. Supposing the University education to be equal in the different Universities, the parish schools must have their large share of the credit of the superior success of Aberdeen alumni in the English universities of late years, and in the competitions for the Ferguson exhibitions. The competition for U. P. Divinity bursaries was formerly the chief opportunity for comparing the relative scholarship of the alumni of different Scotch colleges. At these, Aberdeen students were most successful. Of late, the senior Wranglership at Cambridge has oftener than once been taken by an Aberdeen collegian, and others have taken places of little inferior rank in that University. One senior Wrangler at least, whose name occurs to me, was a parish school scholar.

III.—Subject-matter of Education.

1. What description most valued?—I do not understand the question. Rev. John Davidson.
2. Is religious teaching deemed essential?—*Religious, Yes. Doctrinal, No*—beyond the foundations of common morality. A teacher misrepresenting or depreciating these, or teaching irreligion by example, should be extrudable.
3. Is the Catechism?—Valuable, not essential.
4. Have classics declined? If so, what is the cause?—Declined because they have ceased to pay so well as formerly, and the cost has become much greater of following out a classical education at College at Aberdeen.
5. Are singing, drawing, etc., much valued?—No.
6. Is industrial training approved of along with, or distinct from, other branches?—Have no opinion as to general industrial subjects. School tuition in knitting and sewing is becoming necessary.
7. Does denominational influence act in causing parents to prefer one school to another?—Parents are solicited, and sometimes concussed, to send their children to other than the parish school.
8. What are your views as to a denominational as distinct from a national system of education?—My own opinion is that the easiest solution of the question would be to make the present denominational system national, in the sense of bestowing upon it national endowment and supervision, and combining with the present denominational management a certain amount of national authority, and leaving the parish schools to be the great exemplar and regulator of popular education, with their present constitution, and to share along with other schools of Government aid and superintendence for elementary teaching, or whatever is aided.

The views I have been led to form, upon statistical and other grounds, respecting the question of denominational education, and any national system yet proposed, are stated in the paper already referred to, which is in the hands of the Commissioners' secretary. I would beg to call attention to the statistical tables contained in it, which were compiled from published and authoritative documents. The results of these tables seem to introduce important considerations.

As to the *practicability* of any national system,—if to be provided by a uniform system of assessment, and made co-extensive with the wants of the country—some districts having more than half their schools presently supported by foreign aid, some amply providing all they need by their own resources.

As to the economy of the denominational system, which, though now aided by national funds, itself began the work of school extension, and upheld new schools by means of annual church-door collections, and by calling forth permanent endowments in land or money from local heritors, and annual subscriptions from others locally connected with the individual schools. At present 47 per cent. of non-parochial schools have such support.

As to the indicated inclinations of the founders and upholders of non-parochial schools of all descriptions, subscription, proprietary, etc., respecting a denominational connexion for their schools—*e.g.*, of 1869 non-parochial schools embraced in a Parliamentary return (1862) exhibiting denominationalism, among other points reported on, only 517 were *not returned as connected* with a religious body, while 18 only were *re-turned as not connected* with a religious body.

As to the facility of initiating a system of expansion in the school system. A system of adopting new schools into the parochial system

Rev. John Davidson. upon sufficient probation, has been in operation for many years. The enactment of a principle of adoption of the same kind is worth consideration, as a practical method of bringing private benevolence and national provision into healthy and economical co-operation in any new system.

5.—REV. JOHN ADAM MACFARLANE, URRAY, ROSS.

Population, 2355.

Rev. J.A. Macfarlane. State the characteristics of parish, and characteristics of the population. —The parish is half Highland and half Lowland, partly pastoral and partly agricultural. The people are generally poor, untaught and bigoted; but naturally kind and intelligent, and leading honest and virtuous lives.

What has been your experience on the subject of education?—I have always found wherever I have been that the representatives of the Free Church made every exertion to oppose and render useless the labours of teachers not in connexion with their own denomination.

I.—Supply and demand of Education.

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—Generally, the poor people have not been educated, and the few who have been, imperfectly so; and certainly, like better educated people, they do not remember all they have learned.

2. Can you mention any instances of inability to read and write among the respectable poor?—Many can neither read nor write; I have found that of the servants I have had belonging to this class the one half could neither read nor write, and the other half read a little only.

3. Are most children in parish at school?—Not more than half the number of children in the parish attend school for a sufficient length of time.

4. Do you know any who are not?—Yes.

5. If so, why are they not?—(See answers to Question No. 8).

6. Is the number of schools adequate?—The number of schools is adequate for the number of children at present attending; but the schools would require to be enlarged if all the children attended.

7. Is the situation convenient?—The situation is quite convenient; were there but one school at each end of the parish; but at one end there are three small schools, an Established Church, a Free Church, and an Episcopal school, which would have been better at a distance from each other.

8. Where children are not at school, is it owing to parents?—(a) Apathy; (b) Poverty; (c) Religious differences between parents and managers; (d) Because the teaching is unsatisfactory.—(a) Partly; (b) Partly; (c) I would think not; (d) Partly.

9. Is it because they cannot forego the children's wages? Sometimes this is the case.

10. At what age do children earn wages?—When about twelve years old.

11. How much do they earn?—From thirty to forty shillings in the half-year, and their bed and board.

12. By what occupation?—Herding cattle, and gathering stones and weeds.

13. Does female labour prevail?—Yes.

14. Of what nature?—Field labour.

15. Is Factory Act, or anything similar, in force here?—No.

16. Can you mention any instances within your experience where such an Act has been infringed?—No.

17. If wages are high, does children's attendance fall off, or *vice versa*? Rev. J. A. Macfarlane.
—The rise or fall of wages does not, I think, much affect the attendance of children at school in this parish.

18. How can attendance be increased?—(a) By prizes; (b) By the quality of instruction given; (c) By any particular system of school management; (d) By gratuitous instruction; (e) By the enforcement of an education test before children under twelve can be employed?—(a) Hardly; (b) Partly; (c) Scarcely; (d) Somewhat; (e) Undoubtedly. I think there could not be a better measure to secure the attendance of the children at school.

19. What provision is made for the education of pauper children?—The children of paupers are sent to school, and their books are supplied, and fees paid by the Parochial Board. I have often heard teachers remark that no class remunerated them so well as paupers' children.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Public.
2. Endowed or unendowed?—Endowed.
3. Inspected or uninspected?—Inspected.
4. What is your experience and opinion as to—(a) Evening schools; (b) Industrial schools; (c) Infant schools; (d) Half-time system?—(a) Would be beneficial for young people during the long evenings of winter; (b) Should be established everywhere; (c) Not adapted for Highland parishes; (d) Would be of no benefit almost in this quarter; that is, parents would not approve of and support it here, I am afraid.
5. Do you approve of—(a) Normal school training for masters and mistresses; (b) Teachers who have had a university education; (c) Pupil-teachers? Stating the grounds of your approval or disapproval.—(a) Yes; inasmuch as they are exercised in the method or art of teaching and school organization; (b) I do, inasmuch as it imparts to them a greater polish, and more enlarged attainments; (c) I approve of pupil-teachers on a limited scale, not more than two or three to one teacher, where more were necessary it would be better to employ assistant teachers, as parents think that the work of the school is better performed by the masters than it can be by pupil-teachers.
6. Is there any difficulty in finding schoolmistresses?—No difficulty in finding schoolmistresses; but we can find no means to remunerate the number required.
7. Parochial schools—(a) What is your experience as to the election of parish schoolmasters? (b) What system of election is adopted? (c) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (d) Do the heritors take part in the election of the schoolmaster? (e) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (f) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(a) Sometimes a teacher's merit secures his election, and sometimes the amount of influence he can command in the district; (b) The teacher is elected by the votes of the minister and heritors of the parish, possessing the necessary qualification; (c) I cannot exactly say that the choice of any of the teachers here was unsatisfactory; (d) Yes, always; (e) In this parish this would most certainly be the case. At our last election of a teacher, the majority of voters present being friendly to the Free Church, out and out objected to the election of a master in connexion with the Established Church, which, by the way, they would most gladly over-

Rev. J. A. Macfarlane. turn also l. (f) I don't know of any instance where steps have been taken to remove an incompetent schoolmaster.

8. Non-Parochial Schools. State your opinion as to—(a) System of election; (b) System of management; (c) Tenure of office by schoolmaster; (d) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management?—(a) I don't know what the systems of election in the Free and Episcopal persuasions are; (b) I can't say anything about their management or (c) their tenure of office by schoolmaster; (d) No instances of the kind known to me.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—Yes; the parochial school and dwelling-house at Carnclaser, in this parish, are in a very bad state of repair, and the heritors will not repair them, as they say that they are not required by law to do so, seeing that there are two parish schools in the district; the consequence is that both must tumble down some day or other unless the law on this point is amended.

10. Have schools increased in proportion to an increasing population?—The population has not increased, but the schools have.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—A Free Church school and an Episcopal school have been built within gunshot of the parochial school at Carnclaser, all in this parish. I cannot help thinking that it would have exhibited a better spirit and more regard to the wants of the parish if the two former schools had been erected elsewhere.

12. Funds voted by Parliament—How spent?—In augmenting the salary of the parochial schoolmaster at Marybank in this parish.

13. Has too much been expended on keeping up unnecessary schools? Instances.—Not in this parish.

14. Has too much been spent on pupil-teachers? Instances.—Not in this parish.

15. Or in any other way? Instances.—No.

16. State shortly your opinion as the effect of adoption of the Revised Code upon—(a) The teachers; (b) The scholars.—It may tend, up to a certain mark, to make teachers more attentive to their scholars and duties, but must (I am afraid) tend to lower very much their allowances from Government, as in country schools the attendance of scholars throughout the year is generally most irregular. It must tend also to produce scholars better grounded in the lower branches of education; but the higher branches (I am afraid) under such a system will scarcely be attended to.

III.—*Subject-matter of Education.*

1. What description most valued?—Reading, writing, and arithmetic.

2. Is religious teaching deemed essential?—Yes.

3. Is the Catechism?—Yes.

4. Have classics declined? If so, what is the cause?—The classics have declined, inasmuch as aspirants for parish schools are not required, and do not now show that attention to them that they did formerly when the teachers were nearly all college-bred.

5. Are singing, drawing, etc., much valued?—Singing and drawing not taught, I think.

6. Is industrial training approved of along with, or distinct from, other branches?—Along with other branches, but by a teacher specially appointed for this branch.

7. Does denominational influence act in causing parents to prefer one school to another?—Yes; the adherents of the Free Church send their children to Free Churchmen, and those of the Episcopal Church to the Episcopalian teacher; but the adherents of the Established Church act quite indifferently in the matter, sending their children sometimes to one school and sometimes to another, whichever they may regard as most convenient, and for the time best taught.

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8. What are your views as to a denominational as distinct from a national system of education?—I would have all denominational schools knocked on the head once and for ever, and a national system of education established, to which all denominations would require to bend, but in which they would all be fairly represented. The religious element could easily be got over by determining that there should be a class for the Bible and Catechism in all schools; but with this liberty, that children be not compelled to attend the Bible class unless it is the will of their parents.

6.—JAMES M'LACHLAN, PAROCHIAL TEACHER, INSCH, ABERDEEN.
Population, 1567.

State the characteristics of parish, and characteristics of the population.—This parish is purely agricultural, with the exception of a single hill (Foudland) whence slates are quarried to a large extent. There is a village in the parish chiefly occupied by tradesmen and their families, with a mixture of families of farm-servants engaged in the landward part. The farmers are generally good, plain, common-sense men, with but little college education. The names of *two* farmers occur to me who have gone through a curriculum at the University of Aberdeen. A few of the large farmers are wealthy; but small farms of from sixty to one hundred acres are more common. The largest farm in the parish consists of about 600 acres arable.

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What has been your experience on the subject of education?—I have been engaged as a parochial teacher for the last twelve years, and have had the experience of three parishes in the county, besides having been for eight months employed as rector in the Grammar School of Aberdeen, where Greek and Latin 'triumph.' I have devoted considerable attention to the subject of education, and, speaking at least for the county of Aberdeen, with which I am well acquainted, I should say that education on the whole is in a fair state of advancement. At least, I am not aware that in the whole county there is a single individual beyond the reach of a sound education, and the parish teachers are deservedly ranked high. Still, education is not prized by our lowest classes in general, and even in those cases where the children of such classes are educated *gratis*, or from the benefit of some charitable bequest, the school is reckoned a very secondary object with them. Of course, there are several remarkable exceptions; but the *rule* is as I have indicated above. Until *compulsory* education is the rule the real benefits of education will not reach the majority of such classes. And, while on this subject, I may mention *two* very serious drawbacks, which affect all schools alike in the county, and, I suppose, in other counties also. These are:—

1. The want of uniformity in the books, and
2. The irregularity in joining school.

Were there some authoritative enactment prescribing the same books throughout the country, a great point would be gained. The lowest classes are necessarily often shifting from one parish to another, and on

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going to the school of the parish they have entered the children will, in all probability, require a complete set of new books, except the Bible and New Testament. I have known children walk several miles solely for the purpose of attending a school in which *their* books were used; and I have heard of some who did not go to the school of the parish they had just entered, for six months, for want of books, because very likely they would be in another parish still before a second period of six months was expired.

The other drawback I mentioned could be overcome by making it imperative on *all* teachers to admit fresh pupils *only* at particular times, say at intervals of three months. This would overcome the excessive *carelessness* of many parents (for 'tis nothing else) in sending their children to school when they chanced to be *ready*, i.e., practically, when the *humour* came over them.

There is a *third* drawback, which is experienced only in large schools, and that is, the want of any provision for assistance when the teacher has too much to do. Were Government to supply a small salary, or, better still, the heritors of the parish, in addition to the teacher's salary, this drawback would be removed. I cannot help remarking here, how absurd and thoughtless it is for the Privy Council to *insist* on a teacher teaching *sewing* in his school, without giving him anything wherewith to pay a *mistress*, while his own grant only amounts to £15. This is my own case, and that of many others. In a remote district, and poor, where the teacher does *not* require an assistant for his number of pupils, where do 'My Lords' imagine the salary to pay the mistress is to come from? The consequence is that, in some very poor localities, where this absurd stipulation is imposed, before the school gets any of the grant, the teacher is driven to the *necessity* either of getting some *female* who knows little of sewing to 'make a fashion' of teaching a few girls to stitch, in order to save his conscience, or else get some neighbour or friend to come and give the girls a few lessons before the inspector comes to seek a specimen, which it is quite possible he may see several years in succession *in statu quo*. This is not teaching the girls to sew, but the *farce* is forced upon the teacher, and I suspect it is pretty common.

I.—Supply and demand of Education.

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—Yes, the poor have all the means of education; and, generally, they have availed themselves thereof. I dare say they remember as much as others.

2. Can you mention any instances of inability to read and write among the respectable poor?—None known to me.

3. Are most children in parish at school?—I think so; at least those who are able to go.

4. Do you know any who are not?—Not at this moment.

6. Is the number of schools adequate?—Yes, there are plenty for the wants of the parish.

7. Is the situation convenient?—Quite.

8. Where children are not at school, is it owing to parents?—(a) Apathy; (b) Poverty; (c) Religious differences between parents and managers.—(a) If any are absent it is entirely almost from apathy (bad health excepted), for there is (b) provision for education to all who choose to accept it, whether they are able to pay for it or not; (c) The religious difference element is never assigned for absence.

9. Is it because they cannot forego the children's wages?—In some cases, but these are few.

10. At what age do children earn wages?—Generally about fourteen.
11. How much do they earn?—Perhaps about 25s. per six months, ^{James} M'Lachlan.
with board.
12. By what occupation?—Herding cattle chiefly.
13. Does female labour prevail?—Not to any extent.
14. Of what nature?—Nothing save *domestic*.
15. Is Factory Act, or anything similar, in force here?—No.
16. Can you mention any instances within your experience where such an Act has been infringed?—No.
17. If wages are high, does children's attendance fall off, or *vice versa*?—Scarcely any difference has been observed.
18. How can attendance be increased? (a) By prizes; (b) By the quality of instruction given; (c) By any particular system of school management; (d) By gratuitous instruction; (e) By the enforcement of an education test before children under twelve can be employed?—(a) Prizes have not the power of increasing attendance, in so far as numbers are concerned, but they are always found to guarantee constant attendance, and form a great stimulant to exertion. No schools should be without them; (b) Of course the quality of instruction given will very much augment the attendance, and you will generally find that a teacher of name will attract many pupils from a distance; (c) I don't think this will have any effect. (d) In some cases, but rarely, for, in this county at least, those who are able to pay for education are generally very willing, and those who are not are not asked; (e) Most decidedly, for if children were not allowed to be employed below twelve, they would generally continue at school as long as possible.
19. What provision is made for the education of pauper children?—The Parochial Boards pay for such children.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—*Public*. Adventure schools never work long.
2. Endowed or unendowed?—Endowed most assuredly. Where the teacher is not *independent* of parents and scholars, he *cannot* do his work properly.
3. Inspected or uninspected?—*Inspected*. Every school of every description should have regular inspection; because where the teacher is *bad*, he needs spurting up, and when *good*, he courts inspection, and needs encouragement, and merits it.
- What is your experience and opinion as to—(a) Evening schools; (b) Industrial schools; (c) Infant schools; (d) Half-time system?—(a) I taught an evening school one session, and my opinion generally is, that they do not work well, for the lads who usually attend don't need them; (b) I have no experience of these, but should suppose that they might be useful under good management; (c) Highly necessary, as an appendage to every pretty large school; because infants cannot undergo the training of elder pupils, and if they are subjected to it they soon lose all relish for the school; (d) I don't think half-time system would be beneficial; it would be a name and nothing more, for unless a *pupil* has his *whole* attention devoted to his education while he is at it, he will never become anything like a scholar. I have had frequent experience of this.
5. Do you approve of—(a) Normal school training for masters and mistresses; (b) Teachers who have had a University education; (c) Pupil-teachers? Stating the grounds of your approval or disapproval. —(a) I dislike the very idea of a Normal school, for I hold that the profession of a teacher cannot be learned by 'stereotyped' rules. The

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schools and children are as different as are the localities in which they are placed, and every teacher should be guided by *necessity* and expediency in forming his system of teaching. While method and organization are indispensable in a school, still there should be considerable variety imported into these to keep up the attention and prevent indolence; (*b*) Most assuredly. Give a man an excellent sound education at a University, and you will find him always fresh in his teaching and organization; (*c*) Very objectionable. I speak from considerable knowledge of them. The pupils never obey them, and they have themselves sometimes a tendency to become *concoited*.

6. Is there any difficulty in finding schoolmistresses?—None whatever.

7. Parochial schools—(*a*) What is your experience as to the election of parish schoolmasters? (*b*) What system of election is adopted? (*c*) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (*d*) Do the heritors take part in the election of the schoolmaster? (*e*) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (*f*) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(*a*) From an experience extending over some twelve years, I have observed that the present mode of election is very satisfactory on the whole; (*b*) The heritors and parish minister select out of a number of candidates advertised for, *one*, whom they send to the University examiners to have his qualifications for the office tested. This examination puts him into *final* possession of the office. If he is rejected by said examiners, another candidate is selected by the electors and similarly examined. An heritor to be an elector, must possess £100 worth (Scots) of land (old valuation); (*c*) It sometimes has occurred that where there is only one qualified heritor in a parish, he has got the minister to agree with him in recommending to the examiners, some *tenant's son*, who may have been incompetent, and who in all probability would have been rejected by the examiners as incompetent. This cannot happen since the Act of 1861, for the University Examiners are more stringent than the Presbyteries of the Church of Scotland were, who were the examiners of the schoolmaster previous to 1861. (*d*) Yes, they are the only parties that do elect, besides the minister; (*e*) Not generally; provided he had the necessary qualifications for the office. The *sectarian* element does not exist with reference to the schools in this county. (*f*) There used to be, but since the Act of 1861 came into operation there can now be no difficulty whatever.

8. Non-Parochial schools. State your opinion as to—(*a*) System of election; (*b*) System of management; (*c*) Tenure of office by schoolmaster; (*d*) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management?—(*a*) The election should be vested in the heritors and ministers of all denominations, with the addition of *two* representatives from among the ratepayers. If you assess for the support of the school you must give a voice in the election or management, I prefer the former, to those who are thus assessed, otherwise you commit an act of injustice; (*b*) The electors should also have the management of the school, but ~~without~~ *without* the *local* representatives, *unless* they are educated men, in which case they could not be objected to. Local interference in the management of a school would necessarily cramp the action of the teacher, and unanimity on the part of the people is not to be looked for. But in any case there should be an appeal on either side, to a central board in *London*, nor in *Edinburgh*. If it were in *Edinburgh* there might be a chance of local influence being exer-

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cised, and in consequence local feeling imported into any matter to be decided, whereas any decision, in any question affecting school matters, should be come to entirely on the *merits*, and a board in London would be more likely to act impartially. Such a board should simply be a *Scotch department*, with *Scotch* officials, in Downing Street. The decision of such department should be *final*, and not subject to review, both in reference to teaching and character of a teacher. It is quite *uncourteous*, and inconsistent with the *sublime* subject of education, to have a teacher before a *Sheriff*, and treat him as a *roguish* culprit; (c) His office should be *ad vitam aut culpam* in every case, to secure his undivided attention to duty, and leave him quite unfettered in the exercise of his arduous and often *undesirable* work; (d) The system adopted by the Dissenters is open to objections. The *minister* is *virtually* the manager of the school, and has usually the entire control. He appoints the teacher *ad libitum*. In many cases three months' notice on either side terminates the engagement. The obvious and known result of this system is that the teacher does all he can to *please* the people, and this is taken as the test of his efficiency. If his minister is at all exacting or unreasonable (as too many are), the schoolmaster must succumb with the best grace possible, or leave. He cannot 'sit in Rome and strive with the Pope.' This system needs only to be mentioned to be condemned.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—There is always difficulty in this case, for the school has generally been built by subscription before a salary has been got, and 'what is everybody's duty is nobody's,' and so the building is usually with difficulty maintained.

10. Have schools increased in proportion to an increasing population?—Generally speaking they have.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—Not in my experience.

12. Funds voted by Parliament—How spent?—Have been spent in paying augmentation grant to teachers; in paying pupil-teachers; and in building and repairing schools.

13. Has too much been expended on keeping up unnecessary schools? Instances.—Yes; there is an unnecessary Free Church school in this parish, built almost close to the parochial one. The teacher and pupil-teachers have had their salaries, and some years ago a considerable sum was spent by Parliament in repairing the school, which ought to be dispensed with as unnecessary.

14. Has too much been spent on pupil-teachers? Instances.—By far; for generally the pupil-teachers did not prosecute the profession of teachers, and were never required to refund what was spent on them. The instances are numerous; in fact, I do not know any one who became a teacher, but one, who went to India.

15. Or in any other way? Instances.—Some grants are made to assist teachers to pay a *certificated* assistant, but such a case is very rare, and most difficult to attain. This would perhaps be the *very best* way of spending a part of the Government money, and yet it is next to impracticable to get 'My Lords' to bestow such a grant. They seem to refuse to understand our Scotch system and its necessities.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(a) The teachers; (b) The scholars.—(a) The effect on the teacher will be to make him pay less attention than heretofore to the higher

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branches, and to diminish the value of the certificate which he gained. But, on the other hand, he will be more careful of the *individual* proficiency of the scholars, as the failure of a single one will by a given sum diminish the expected augmentation; (b) The effect on the school will be to force those who aim at classics, etc., to seek instruction elsewhere, and on the whole, the kind of education imparted under the Revised Code will be *lower* than at present. I am favourable to the principle on which the Revised Code professes to be based, viz., paying only for results, but there are a good many minor objections, which in the working will cure themselves. Standard VI. is too low, and it is a decided error not to give payment for those who pass Standard VI. and still continue to attend school. These will not get the attention from the teacher they require. Another objection is, compelling a pupil to enter a higher standard after he has *not passed* a lower. A third objection is, making the rule *stringent* that only those pupils presented to the inspector on the day of inspection are entitled to be paid for. *Extraordinary* circumstances diminishing the attendance on that day *ought* to be accepted. These are the chief objections to the Code, and were they removed I have no doubt it would work quite well. I speak from experience of it.

III.—Subject-matter of Education.

1. What description most valued?—Secular and religious combined, for if they were separated the effects would be very injurious.

2. Is religious teaching deemed essential?—Positively so; if religious teaching were not taught in the school it would never be taught out of it. The parents would not generally teach it, some from inability, others from apathy. The minister would not teach it, for he could only do so on a Sabbath, and all that could be taught on *one* day in the week would be a mockery.

3. Is the Catechism?—The Catechism (Shorter) is the stronghold of our religion; and whatever be the opinion of Dr. Robert Lee thereanent, I speak from twelve years' experience in teaching it almost *daily*, and I say it is as good a test of a boy's instruction as one could wish, and I never found greater difficulty in teaching it than in teaching anything else. The days of flogging it into a child are past. No substitute could be found for it, for none exists.

4. Have classics declined? If so, what is the cause?—They have been on the increase, but they will, under the Revised Code, tend to decline, as no payment is made for them.

5. Are singing, drawing, etc., much valued?—Singing is, but not the other.

6. Is industrial training approved of along with, or distinct from, other branches?—Where taught, it should be distinctly by itself.

7. Does denominational influence act in causing parents to prefer one school to another?—Not unless the parents are pressed by the Dissenting minister to keep the children at their own school, which is not the case since the passing of the School Act of 1861. Previous to that a parent would have preferred his own school, even with an inferior teacher. I refer to Dissenters.

8. What are your views as to a denominational as distinct from a national system of education?—My views are distinctly in favour of a national system of education in preference to a denominational system. The tendency of the present age is to split up into sects and parties. This, every one will allow, is not 'for edification.' If the taste for such distinctions is fostered in youth, it will certainly increase as years advance. In

a national system, with *one set* of machinery, the beneficial results are likely to be more rapid than in a denominational system, where you have *several sets*, and in all probability the one set counteracting the good effects of the other. The only difficulty in a national system would be the religious element (for religion in some shape or other must be taught, if we are to avoid a deluge of infidelity). The Shorter Catechism would suit all parties (the Episcopalian Catechism to be taught when wanted). The Bible and New Testament are also all that any party can demand, and these are quite sufficient, I should think. I cannot fancy a reasonable objection to a national system, as regards the subject-matter of education, for all Dissenters use the Bible and the Shorter Catechism, except the Episcopalians, and they may easily have their own. The religion of Popery I would condemn; if the children of Roman Catholics did not choose to get another Catechism, they should not be forced. I know several teachers who have taught children of all denominations, and I am aware they never have had any difficulty with the religious branch. What is true of one section of the land may be predicated of the whole. When our various denominations sink their *envious feelings*, the *sectarian differences* will crumble of themselves.

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7.—WELLWOOD HERRIES MAXWELL of MUNCHES, STEWARTRY OF KIRKCUDBRIGHT.

Population, Urr, 3585; Buittle, 1165.

State the characteristics of parish, and characteristics of the population. —Agricultural parishes; with several villages; inhabitants principally engaged as agricultural labourers.

W. H.
Maxwell.

What has been your experience on the subject of education?—As an heritor, I have taken some interest in the parochial schools during the last twenty-five years.

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—All except the Irish settlers have received some education, but many, from want of the means of keeping it up, have lost a good deal of what they learned.

2. Can you mention any instances of inability to read and write among the respectable poor?—Most men, except Irish, can read, and generally write a little, although the older part little more than their names.

3. Are most children in parish at school?—Yes.

4. Do you know any who are not?—No; but undoubtedly there are a few.

5. If so, why are they not?—From carelessness of parents, and probably, in some few instances, their poverty.

6. Is the number of schools adequate?—Quite adequate.

7. Is the situation convenient?—Yes.

8. Where children are not at school, is it owing to parents?—(a) Apathy; (b) Poverty; (c) Religious differences between parents and managers; (d) Because the teaching is unsatisfactory?—(a) Yes; (b) Occasionally; besides school wages, books are a serious expense to the poor, especially to those who often change their parish, as different ones are used in almost every school; (c) Never; (d) No.

9. Is it because they cannot forego the children's wages? Too often it is so.

W. H.
Maxwell.

10. At what age do children earn wages?—In some seasons of the year so young as eleven and twelve.

11. How much do they earn?—From sixpence to a shilling a day in summer and autumn.

12. By what occupation?—At agricultural work.

13. Does female labour prevail?—Yes.

14. Of what nature?—Agricultural work; in winter, many employ themselves with embroidery.

15. Is Factory Act, or anything similar, in force here?—No factories in district.

17. If wages are high, does children's attendance fall off, or *vice versa*?—Older children leave school generally in summer when they can get work.

18. How can attendance be increased?—(a) By prizes; (b) By the quality of instruction given; (c) By any particular system of school management; (d) By gratuitous instruction; (e) By the enforcement of an education test before children under twelve can be employed?—(a) In some schools prizes are not found advantageous; (b) Not generally; (c) No; (d) To a limited extent; (e) Probably.

19. What provision is made for the education of pauper children?—Parochial teachers instruct a certain number of pauper children for nothing, and are paid for the others by the parochial board.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Adventure schools are generally of a very inferior description.

3. Inspected or uninspected?—Inspection has been of great advantage.

4. What is your experience and opinion as to—(a) Evening schools; (b) Industrial schools; (c) Infant schools?—(a) In favour of them, but attempts made to open them have not proved successful, few even in a large village availing themselves of them; (b) No experience; (c) Scarcely suited for a country district.

5. Do you approve of—(a) Normal school training for masters and mistresses; (b) Teachers who have had a University education; (c) Pupil-teachers? Stating the grounds of your approval or disapproval.—(a) Highly; they are producing a very superior class of teachers; (b) Yes; but would rather have a teacher from a Normal school; (c) They have been of great use, but are now rather difficult to get, and would prefer an assistant.

6. Is there any difficulty in finding schoolmistresses?—None, if you can offer a good salary.

7. Parochial schools—(a) What is your experience as to the election of parish schoolmasters? (b) What system of election is adopted? (c) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (d) Do the heritors take part in the election of the schoolmaster? (e) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (f) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances?—(a) As an heritor, I have been an elector on many occasions; (b) Certificates in the first place, followed by private inquiries, personal interviews, and inspections of schools in which they are teaching, or have been trained; (c) Generally, in my experience, the appointments lately made have been satisfactory; (d) When resident they generally do; (e) Although the

parochial schools are now open, in most cases the teachers appointed are members of the Church, and that I should say will continue as long as other denominations receive Government aid; (f) Yes, where a teacher became insane.

H. W.
Maxwell.

8. Non-parochial schools. State your opinion as to—(a) System of election; (b) System of management; (c) Tenure of office by schoolmaster; (d) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management?—No experience. Adventure schools in a country district have often a most injurious effect on education, the teachers being ill-educated, and in every way unqualified.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—In parochial schools often great difficulty arises in getting repairs or additions made which are absolutely necessary, more especially in parishes where there are two or three schools. Assistance is sometimes got from the Privy-Council, but the difficulties they throw in the way frighten many from applying to them.

10. Have schools increased in proportion to an increasing population?—The population is not increasing much in country districts; existing schools more than ample.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—No.

12. Funds voted by Parliament—How spent?—Grants from the Privy-Council have been got for salaries for teachers, buildings, and books.

13. Has too much been expended on keeping up unnecessary schools? Instances.—I consider one good school in a locality, with a limited population, under a properly qualified master, with an assistant if necessary, better than two or more schools with inferior men as teachers, and holding this opinion, I believe several schools in the Stewartry might be dispensed with.

14. Has too much been spent on pupil-teachers? Instances.—No.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(a) The teachers; (b) The scholars?—Inspections cannot always be made at the season when schools are best attended; this, along with stormy weather, and other accidental circumstances, have, I know, often during the last two years, reduced seriously the numbers present at the inspections. The restricting the class of children who are to be counted presents difficulties, and may lead to irregularities. There is an inducement to teachers to devote themselves too exclusively to the elementary branches.

III.—*Subject-matter of Education.*

1. What description most valued?—Elementary; but on no account should that alone be considered; hitherto in most parish schools the elements of a classical education could be got, and should be secured to the people.

2. Is religious teaching deemed essential?—It is universal, and should continue so.

3. Is the Catechism?—It is always taught, but children are not obliged to learn it; Roman Catholic children do not.

4. Have classics declined? If so, what is the cause?—Yes; many of the class of children who used to be educated at the parish schools, and

H. W.
Maxwell.

there learn classics, are now sent to other establishments; but, independent of that, the desire for a classical education is on the decline.

5. Are singing, drawing, etc., much valued?—Singing now taught pretty generally, but almost no drawing.

6. Is industrial training approved of along with, or distinct from, other branches?—Almost no industrial training; if it could be carried out along with other branches would be most advantageous.

7. Does denominational influence act in causing parents to prefer one school to another?—No, scarcely at all.

8. What are your views as to a denominational as distinct from a national system of education?—In favour of a national system.

8.—D. MIDDLETON, Esq., H.M. INSPECTOR OF SCHOOLS.

I.—Supply and demand of Education.¹

D. Middleton. 18. How can attendance be increased?—(a) By prizes; (b) By the quality of instruction given; (c) By any particular system of school management; (d) By gratuitous instruction; By the enforcement of an education test before children under twelve can be employed?—(a) I think not; (b) Yes; I have known many instances in proof: a bad teacher always complains of bad attendance; (c) I think not; (d) Undoubtedly not; the very worst attenders at school are those whose parents pay nothing for their education. I except the children at ragged schools, who have their daily bread as well as their daily education gratis; (e) Yes, probably; but the enforcement would be beset by practical difficulties, and would 'tread on dangerous ground.'

II.—Efficiency of Schools and Masters.

1. Are public or adventure schools most efficient?—Public.

2. Endowed or unendowed?—Endowed.

3. Inspected or uninspected?—Inspected, I believe: but the Commissioners will settle this question for themselves.

4. What is your experience and opinion as to—(a) Evening schools; (b) Industrial schools; (c) Infant schools; (d) Half-time system?—(a) The great difficulty in an evening school is to get it properly organized into classes, and to get the scholars to read. Their reading is generally very defective, and at their age they are ashamed to let this deficiency be known. Generally, the instruction consists solely of writing and arithmetic from book, with the master walking round and giving individual help. No kind of school requires more tact and skill on the part of the teacher; but frequently evening schools are conducted by persons who have little experience or skill in teaching; (b) We in Scotland have few industrial schools, properly so called. Our hospital, ragged and reformatory schools, all belong to the industrial class, and are fully described in H. M. Inspectors' Reports. Various, but good, work is done in all of them that I have seen.

Several years ago an attempt was made to add field and garden work to common boys' schools. The experiment, so far as I know, has now been entirely given up.

A similar experiment was made in girls' schools, to make the children practise cooking, washing, ironing, house-cleaning, etc. This experi-

¹ No answer given to the first seventeen questions.

ment has not been quite so unfortunate as the former one; but it cannot be said to be thriving. In many cases it has been given up. In my former district, and my present one (embracing seventeen counties), I think there are not now six of these industrial departments in active operation in girls' schools, where the children pay for their education.

(c) Infant schools have been beneficial; but they have been liable to one general defect. The children, to guide and protect and accompany their younger brothers and sisters, have stayed too long in them, and wasted their time, singing infant songs, doing infant physical exercises, infant reading, infant arithmetic, simultaneous answers on a multitude of nothings (called gallery lessons), up to ten; eleven, twelve years of age. Leaving school for labour, they too often have been only five years of age as to education.

A dozen of years ago I pointed out this defect to the managers of infant schools, and recommended that a department for older girls should be added to the purely infant department.

Some of the largest infant and female schools now in Scotland acted on this recommendation.

My official colleagues must have done the same, for it is quite remarkable how small a number of purely infant schools we have now in Scotland under inspection.

5. Do you approve of—(a) Normal school training for masters and mistresses; (b) Teachers who have had a university education; (c) Pupil teachers? Stating the ground of your approval or disapproval.—(a) I do. But as to masters, I desire that when in attendance at the Normal school, they should be allowed to attend the University, two classes each year of their two, say Latin and Greek first year, Latin and some science or philosophy class second year. I should desire, also, that the Universities have a 'small-go' examination for B.A. (like the Cambridge one), at which these Normal school and University students might obtain the only authentic stamp of a University education. Some might go in for honours, as they have gone already, not without success. The University is naturally the head of the teaching body, and if all our schoolmasters could come to their charges with their B.A. in their pockets, they would bring a guarantee of scholarship which everybody would recognise; and this would do more, it would affiliate these men to an *Alma Mater*, and would constitute them members of a learned profession. All Scotch teachers of any mark desire this. All Scotch school managers of any intelligence desire this also; (b) I do. It is a great advantage to a parish generally (apart from the higher tone which a University education gives a man) to have a parish schoolmaster qualified to train boys (poor or rich) either for the University or for the various departments of the Civil service. I hope the time may come when such men may be in every parish.

The late Professor Pillans said, that 'a schoolmaster who had a University education was apt to look over the school to get a sight of the steeple.' I have found this to be sometimes the case. But though I have found clerics unfaithful in school by reason of looking to church preferment, I have in fully equal ratio found laymen unfaithful, looking to things that belonged neither to church nor school.

For the convenience of teachers who aspire to holy orders, no less than for the effective working of their schools, it is necessary that a 'divinity session' be made to coincide with the harvest vacation.

(c) I do. Much of their efficiency, however, depends on the original choice of them, as well as on the tact and temper of the teachers they are apprenticed to. Altogether, they have done good work in elementary

D. Middle-
ton. schools, and I know not where such another body of effective school assistants can now be procured.

6. Is there any difficulty in finding schoolmistresses?—None; there has been a superabundance for some years past.

7. Parochial Schools—(a) What is your experience as to the election of parish schoolmasters? (b) What system of election is adopted? (c) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (d) Do the heritors take part in the election of the schoolmaster? (e) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (f) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(a) My experience is, that they are now elected after careful inquiry, frequently after competitive examination before the University Examinators, whose examination they must pass before they can be legally installed; (b) The 'qualified heritors' and the parish minister are the electors, and I think they are now generally led in their choice by direct knowledge of the candidates; (c) Many of the old appointments have turned out to be eminently unsatisfactory. I hear no complaint of the many appointments made under the Act of 1861; (d) Always; (e) Under an undenominational system I think they would not. Ministers might, but I don't think the people would; (f) Many. The Act of 1861 empowered, but did not compel, the heritors, to superannuate incompetent teachers. The result has been so far very good. Probably about ten per cent. of the whole schoolmasters have been superannuated. But where either the heritors or the schoolmaster may be unwilling to agree to this step, the Act of 1861 is found to be practically of no avail. The difficulty is so great that the attempt is now seldom made. Even after the above thinning of the ranks of incompetency, I have no doubt the Commissioners will still find in parish and Parliamentary schools a larger percentage of teachers not doing satisfactory school work than the country is aware of. The existing law needs amendment in this respect.

8. Non-Parochial Schools. State your opinion as to—(a) System of election; (b) System of management; (c) Tenure of office by schoolmaster; (d) Mention any instances with your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management.—(a) Town Councils and private gentlemen and ladies make careful, good appointments. Committees of uneducated men often make bad appointments; (b) The above remark holds also as to management: the worst managers are committees of uneducated men; (c) Apart from burgh schools, the tenure of office is too uncertain, and teachers complain that they are liable to dismissal for faults not their own.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—Many. In regard to parochial schools the law as to buildings was little altered by the Act of 1861. If the buildings are standing and water-tight, it is still legally impossible to compel the heritors to enlarge them or build a new school sufficient for the wants of the people. Looking to the law as it stands, and to the fact that uncertainty about coming legislation has greatly checked school building in Scotland for a number of years, it is quite remarkable how many fine schools have been erected within the last twenty years. In many cases the presence of an incompetent schoolmaster, that could not be got rid of, has barred the erection of suitable buildings. Almost invariably, when a sufficient teacher has been got, sufficient buildings have been provided.

The heritors are, I believe, becoming more liberal every year in their ideas regarding parish schools. But some are not yet very liberal; many are non-resident, some are minors; many properties are, otherwise, under trust; and commissioners, law-agents, and factors would incur grave responsibility were they to pay money not legally exigible from the estates they manage in trust. D. Middleton.

The inquiries of the Commissioners will, I doubt not, lead them to the conclusion, that the sufficiency of public school buildings should be secured by Legislative enactment.

10. Have schools increased in proportion to an increasing population?—I cannot speak as to absolute proportion; but the increase of schools has been distinctly following the increase of population.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—So far as Government aid is concerned, this is to a large extent true.

12. Funds voted by Parliament—How spent?—In four ways, 1st, in aiding Normal schools, and paying for the maintenance and education of the students; 2d, In augmentation of teachers' salaries; 3d, In stipends to pupil-teachers and gratuities for their instruction; 4th, In building grants.

13. Has too much been expended on keeping up unnecessary schools? Instances.—Yes, no doubt. I could name numerous instances, but I do not wish to glance invidiously at the school efforts made by Dissenting Churches. Other persons will sufficiently inform the Commissioners on this point.

14. Has too much been spent on pupil-teachers? Instances.—Undoubtedly. The State has been paying for more pupil-teachers than were required in their schools, or required afterwards as teachers.

15. Or in any other way? Instances.—As a natural sequence, too much has been paid for the maintenance and education of Normal school students; I mean, their number has of late years been in excess of the demand for them as teachers, at least in Scotland.

I think too much has been paid in augmentation of teachers' salaries, in this way: under the Old Code, these payments were made according to the grade of the teachers' certificates, and not according to the merits of their school-keeping, which ought to be the measure of reward. An inspector had not the power of *reducing* these payments; he had only the power of *refusing* them: and this power he exercised only in very rare and extreme cases of badness. This conviction is forced upon me by the discoveries made under the Revised Code examination. See my General Report in this year's Blue Book.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(a) The teachers; (b) The scholars.—(a) On teachers the effect will be this: they will feel for the first time the necessity of teaching their schools evenly, of paying more just attention to the junior classes, of seeing that the reading books are not too difficult, of relying less upon clever duxes and their highest class, of seeing that all school progress be real and not imaginary, of securing silence, order, and honesty among their pupils. I am a convert to the Revised Code examination. Good teachers are also converts. Bad teachers bitterly hate it, and with reason. For them it is far too searching and discriminating; (b) The effect on the scholars will soon be found to be most beneficial. I hope, in a very few years, no child who has been two or three years at school, will leave it unable to read, write, and do simple arithmetic. For mine, field, and factory work, children now leave school too early. The industrial condi-

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ton.
— tion of the country demands this, else it would not exist. For the benefit of this large class of children, as of all children, I am satisfied that the Revised Code examination is fraught with more good than either its friends or enemies can yet divine.

Here I beg to quote the Appendix to my General Report: 'Since the above Report was written, I have visited a number of schools a second time, including some of the best in my district. From the teachers I have received one assurance which is very gratifying, and is borne out by my own observation. It is this, that the Revised Code examination has had the most salutary *moral* effect on their schools, necessitating, as it does, absolute honesty and manly self-reliance in the daily working of all school exercises. If this were extended to all schools in the country, it is not too much to hope that the next generation might be less notorious for fraud and dishonesty than ours has been.'

III.—Subject-matter of Education.

1. What description most valued?—The description that will give the children a fair start in life.

2. Is religious teaching deemed essential?—Yes, almost universally.

3. Is the Catechism?—Public opinion is divided on this point, which, I think, might safely be left in the hands of school managers.

4. Have classics declined? If so, what is the cause?—I hear that they have; to what absolute extent I am unable to measure. About the middle of this century, education reformers cried down classics as an entire education, and wished to substitute, or associate with them, modern languages and science. Most probably all of our large public schools are now leavened with this innovation—for good, I think. Of old, a preponderance of the parish schoolmasters were university men, generally preachers. Whether they taught their schools ill or well generally, they seldom failed to cultivate their Latin (Greek was *small* in those days), and to bring in their lifetime some lads to the University. Many of these lads distinguished themselves at the University, and afterwards. Half-a-dozen of such lads were brilliant feathers in the cap of the schoolmaster, sometimes the only feathers in it. But a change has come, how or why the public know. At present the fact is, that in the thirty counties (north and south of the three Dick Bequest counties), preaching is generally a positive disqualification in a candidate for a parish school.

In the old time, too, the great prizes looked to by clever boys of poor or not rich parentage, were in the church and school, mostly with view to the church as the crowning prize.

All this too is changed. The civil service at home and abroad has been thrown open to the cleverest competitors.

The commercial, manufacturing, shipping, banking, engineering, grazing, mining fields of enterprise, etc., offer irresistible attractions to the prime of our young men. Education must conform itself to the wants of these young men; and *their* wants are not Latin and Greek.

5. Are singing, drawing, etc., much valued?—I think they are; singing is becoming every day more a favourite in schools. Drawing I have seen little of, since their Lordships have appointed an Art inspector.

7. Does denominational influence act in causing parents to prefer one school to another?—Not much with parents generally; frequently very much with ministers.

8. What are your views as to a denominational as distinct from a national system of education?—The denominational system leads to useless waste of money, both on the part of the Government and the local sup-

porters of schools. It tends, I believe, to engender and perpetuate strife, jealousy, and jangling about petty differences, not visible from a national point of view. It tends to starve the teachers, and, *therefore*, to starve and stint the education the people get for their children.

I doubt if any Church in Scotland can honestly look on her schools as a buttress—perhaps *burden* would be a fitter word. I doubt exceedingly if any Church that has tried to undermine other Churches by school agency, has at this moment much profit to count.

My experience and mature convictions lead me, without hesitation, to desire a national system of education, on a broad imperial basis.

9.—REV. WILLIAM MILNE, MINISTER OF FREE CHURCH,
AUCHTERARDER, PERTH.
Population, 4208.

What has been your experience on the subject of education?—I have given a few facts as under, but I cannot venture on matters of *opinion*, having had *little experience* on the subject of education.

Rev. W.
Milne.

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—They have been generally, but not sufficiently educated. Having been taught imperfectly, they are too apt to forget what they have learned, especially writing and arithmetic. Being unable to read and write with ease, they have no pleasure in it, and hence do little to improve their knowledge in after life.

2. Can you mention any instances of inability to read and write among the respectable poor?—I have not met with any person in this parish who could not both read and write. I suppose there may be some who cannot write. We had a servant-maid who could read well, but could not write, till she was taught in our house. She did not belong to this parish, but was a native of Perthshire. Her mother died, and her father, who married again, sent her early to service.¹

3. Are most children in parish at school? 4. Do you know any who are not? 5. If so, why are they not? 6. Is the number of schools adequate? 7. Is the situation convenient? 8. Where children are not at school, is it owing to parents—(a) Apathy; (b) Poverty; (c) Religious differences between parents and managers; (d) Because the teaching is unsatisfactory? 9. Is it because they cannot forego the children's wages?—Most children in the parish are at school. I know some who are not. The number of schools is sufficient and conveniently situated. The cause why some are not regularly at school I should say is (a) apathy, and (b) poverty combined, on the part of parents. It is neither (c) religious differences nor (d) unsatisfactory teaching; but because parents who are not on 'the poor's' board are in straitened circumstances, and too often careless and indifferent about the education of their children. These causes do not prevail to the extent of depriving many, nor perhaps any of education absolutely; but they operate together with a desire to have the children's wages, in reducing the education of some to a minimum which is almost useless in future life.

10. At what age do children earn wages? 11. How much do they earn? 12. By what occupation? 13. Does female labour prevail?

¹ Since writing the above, I have just been at a marriage, and found that neither the bride nor the bridegroom could write. But the instances are not numerous in this parish.

Rev. W.
Milne.

14. Of what nature?—Children go to the loom about twelve, but the girls are employed at home 'filling' at an earlier age, from eight or nine, and the boys go to the farmers as herds.

15. Is Factory Act, or anything similar, in force here?—There is no Factory Act in force here.

17. If wages are high, does children's attendance fall off, or *vice versa*?—If wages are high, the attendance at school increases; as a general rule, in this district.

18. How can attendance be increased?—(a) By prizes; (b) By the quality of instruction given; (c) By any particular system of school management; (d) By gratuitous instruction; (e) By the enforcement of an education test before children under twelve can be employed?—Attendance might be increased (a) by prizes given with discretion; (b) by the quality of instruction; and (d) by gratuitous education; (e) I would not recommend the enforcement of an education test, but if it were proposed, by Government, I should not object to it. I would prefer, however, a good liberal system of education, affording every encouragement and facility to the people to send their children to school, leaving the attendance to be enforced by moral suasion.

19. What provision is made for the education of pauper children?—The parochial board educate all pauper children, and allow them to send them to any school they please.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient? 2. Endowed or unendowed?—Endowed.

3. Inspected or uninspected?—Inspected schools; beyond question.

4. What is your experience and opinion as to—(a) Evening schools?—In the present state of education, evening classes are a great boon to many; but I consider them a necessary evil, which ought to be removed by a good system of education.

7. Parochial schools—(e) Would a majority of one denomination object to a schoolmaster of another denomination being appointed?—I should think they would.

8. Non-parochial schools. State your opinion as to—(c) Tenure of office by schoolmaster.—In the Free Church school, the engagement, which is between teacher and Deacons' Court, terminates after three months' notice on either side, without reasons assigned.

10. Have schools increased in proportion to an increasing population?—Yes; there are too many schools here.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—No.

13. Has too much been expended on keeping up unnecessary schools? Instances.—My opinion is that there ought to be one good public school for a small town like this, with the different departments separately taught. Instead of this, we have four schools in the town, three besides the parish school, all receiving Government aid.

14. Has too much been spent on pupil-teachers? Instances.—Too much has, I think, been spent on pupil-teachers; I mean that too many have been employed—e.g., at one time we had three pupil-teachers in our school, who, along with the master, taught in a single small room 120 or 130 scholars, the average attendance here.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(a) The teachers; (b) The scholars.—One great objec-

tion which is felt here to lie against the Revised Code, is the effect which it has upon the children in making known the social position of their parents, and leading one class of children to consider themselves better than another, who are the children of the poor.

Rev. W.
Milne.

III.—*Subject-matter of Education.*

1. What description most valued?—Reading, writing, and arithmetic, with sewing, etc., for girls.

2. Is religious teaching deemed essential? 3. Is the Catechism?—Religious teaching is deemed essential, and also the Catechism.

4. Have classics declined? If so, what is the cause?—I am an Aberdonian, and was surprised to find, on coming here, that classics had not the place in the schools that they had in my native county. The people here seem to think that they are useless.

6. Is industrial training approved of along with, or distinct from, other branches?—Industrial training is approved by some in one way, and some in another. It is considered by all as useful.

7. Does denominational influence act in causing parents to prefer one school to another?—In the least possible degree. The parents send their children to the teacher whom they most approve, uninfluenced by denominational feeling, less and less every year.

8. What are your views as to a denominational as distinct from a national system of education?—I would prefer a good denominational system, if it were possible to get one thoroughly efficient; but I do not think this is practicable, and I would hail a good national system as a boon to the nation, and, I may also add, to the Non-established Churches.

10.—REV. JAMES MOIR, M.A., MINISTER OF FREE CHURCH, MAYBOLE, Ayr.

Population in 1861—Parish, 6712; Town, 4114. At present the Town is not over 3000.

State the characteristics of parish, and characteristics of the population. —Partly agricultural, and partly manufacturing; population much deteriorated by Irish.

Rev. James
Moir.

What has been your experience on the subject of education?—Very difficult to create either supply or demand; should be in public hands.

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—Very imperfectly, especially the Irish; they are very ignorant.

2. Can you mention any instances of inability to read and write among the respectable poor?—Many of them cannot write; all, I think, can read more or less.

3. Are most children in parish at school?—The greater part are.

4. Do you know any who are not?—Last census showed 740 not at school.

5. If so, why are they not?—Apathy and poverty.

6. Is the number of schools adequate?—No.

7. Is the situation convenient?—Yes, of those we have.

8. Where children are not at school, is it owing to parents; (a) Apathy; (b) Poverty; (c) Religious differences between parents and managers; (d) Because the teaching is unsatisfactory?—Yes; (a) To a large extent; (b) Yes; (c) No; (d) No.

Rev. James
Moir.

9. Is it because they cannot forego the children's wages?—To a large extent.
10. At what age do children earn wages?—As early as ten years.
11. How much do they earn?—From two to four shillings per week.
12. By what occupation?—Weaving, shoemaking, herding.
13. Does female labour prevail?—Yes.
14. Of what nature?—Weaving chiefly, also field-work.
15. Is Factory Act, or anything similar, in force here?—No.
17. If wages are high, does children's attendance fall off, or *vice versa*?—If high, more attend school.
18. How can attendance be increased?—(a) By prizes; (b) By the quality of instruction given; (c) By any particular system of school management; (d) By gratuitous instruction; (e) By the enforcement of an education test before children under twelve can be employed?—(a) Yes; (b) No; (c) No; (d) No; (e) Yes.
19. What provision is made for the education of pauper children?—They are sent to school with others by Poor's Board; no special provision.

II.—Efficiency of Schools and Masters.

- Are public or adventure schools most efficient?—Public.
- Endowed or unendowed?—Endowed.
- Inspected or uninspected?—Inspected.
- What is your experience and opinion as to—(a) Evening schools; (b) Industrial schools; (c) Infant schools; (d) Half-time system?—(a) Useful, but generally a failure; (b) Very useful; (c) Not of much use; (d) Better than no time.
- Do you approve of—(a) Normal school training for masters and mistresses; (b) Teachers who have had a University education; (c) Pupil-teachers? Stating the grounds of your approval or disapproval.—(a) Very highly, because seen it; (b) Yes, for schools of a higher order; (c) Yes, from experience.
- Is there any difficulty in finding schoolmistresses?—Less than in finding masters.
- Parochial schools—(a) What is your experience as to the election of parish schoolmasters? (b) What system of election is adopted? (c) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (d) Do the heritors take part in the election of the schoolmaster? (e) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (f) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(a) Very unsatisfactory. I decline going into these details, but I consider that while the election is restricted to the present hands, all are virtually excluded who do not belong to the Established Church, and that advertising for candidates is a mere mockery. The parish minister's or principal heritor's nominee is sure to be the 'successful candidate.' I have seen this in three instances in this quarter,—Barr, Dailly, Girvan, and hear of the same everywhere.
- Non-parochial schools. State your opinion as to—(a) System of election; (b) System of management; (c) Tenure of office by schoolmaster; (d) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management?—(a) *Bona fide* in merit; (b) Embracing as many interests as possible; (c) At discretion of management; (d) I remember none in non-parochial schools.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them. —Yes; in case of my own school. It much needs enlargement and repair, but want of funds prevents. Rev. James Moir.

10. Have schools increased in proportion to a increasing population?—Population decreasing.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—No.

12. Funds voted by Parliament—How spent?—In supplementing teacher's salary.

13. Has too much been expended on keeping up unnecessary schools? Instances.—No.

14. Has too much been spent on pupil-teachers? Instances.—No.

15. Or in any other way? Instances.—No.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(a) The teachers; (b) The scholars.—(a) Improves teachers, if not too many assistants to pay; (b) Decidedly for advantage of scholars.

III.—Subject-matter of Education.

1. What description most valued?—Ordinary branches.

2. Is religious teaching deemed essential?—Yes, in my school.

3. Is the Catechism?—It is taught, but not essential.

4. Have classics declined? If so, what is the cause?—No classics in my school, nor much anywhere in parish.

5. Are singing, drawing, etc., much valued?—No.

6. Is industrial training approved of along with, or distinct from, other branches?—Along with.

7. Does denominational influence act in causing parents to prefer one school to another?—Not much.

8. What are your views as to a denominational as distinct from a national system of education?—I am decidedly in favour of a national system, if it be *bona fide* so; but no system which leaves the control where it is can be accepted as national.

11.—REV. ALEXANDER OGILVIE, A.M., MONYMUSK, ABERDEEN.

Population, 988.

State the characteristics of parish, and characteristics of the population. Rev. Alex. Ogilvie.
—Rural and agricultural; middle class agriculturists.

What has been your experience on the subject of education?—I have been a parochial schoolmaster for twelve years.

I.—Supply and demand of Education.

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—Yes.

2. Can you mention any instances of inability to read and write among the respectable poor?—No.

3. Are most children in parish at school?—Yes.

4. Do you know any who are not?—No.

6. Is the number of schools adequate?—Yes; but accommodation deficient.

7. Is the situation convenient?—Yes.

8. Where children are not at school, is it owing to parents?—(a) Apathy; (b) Poverty; (c) Religious differences between parents and

Rev. Alex. Ogilvie. managers; (d). Because the teaching is unsatisfactory?—Parents fully alive to the value of education.

10. At what age do children earn wages?—Twelve years.
11. How much do they earn?—Sixpence a day, with board.
12. By what occupation?—Herding cattle, etc.
13. Does female labour prevail?—Yes.
14. Of what nature?—Agricultural and domestic.
15. Is Factory Act, or anything similar, in force here?—No.
17. If wages are high, does children's attendance fall off, or *vice versa*?—No.

18. How can attendance be increased?—(a) By prizes; (b) By the quality of instruction given; (c) By any particular system of school management; (d) By gratuitous instruction; (e) By the enforcement of an education test before children under twelve can be employed?—(a) I have found prizes a great auxiliary both towards increasing the attendance and stimulating to exertion. I distribute my prizes at the close of the session, that is, at the harvest vacation. I publish, at the same time, for circulation in the parish, the 'Prize and Merit List.' That for 1865 is herewith sent. Prior to the institution of prizes here, the attendance usually diminished towards the close of the session. Now it keeps up to the very end. Several schoolmasters have adopted this system, and have experienced an equally favourable result; (b) Where the schoolmaster is inefficient the attendance will undoubtedly become 'smaller by degrees and beautifully less;' (c) Believing this question to refer to the internal arrangements of the school, I have no hesitation in saying that the teacher who is *punctual, prudent, impartial, and just* in the performance of duty, and not placed under the control of *illiterate managers*, will always command a good attendance; (d) Yes; I have found it, under the Milne Bequest, a good agent thereanent; (e) Undoubtedly, in manufacturing and mining, but not in agricultural districts. *Note.*—That attendance might be rendered more *regular*, by making school fees payable in *advance*.

19. What provision is made for the education of pauper children?—Educated at the expense of the parochial board.

II.—Efficiency of Schools and Masters.

1. Are public or adventure schools most efficient?—Public.
2. Endowed or unendowed?—Endowed.
3. Inspected or uninspected?—Inspected.
4. What is your experience and opinion as to—(a) Evening schools; (b) Industrial schools; (c) Infant schools; (d) Half-time system?—(a) I do not approve of evening schools; because I find those who most need them do not avail themselves of them, and because they are sometimes used as a plea for removing children at an early age from school. Attendance very irregular; (b) and (c) I combine in my school an industrial and infant school in the following manner: I engage, at my own expense, an educated female assistant, whose duty it is to instruct the younger children in the forenoon, and superintend the industrial department in the afternoon. This allows the girls to receive instruction in the ordinary branches of education along with the boys under myself in the forenoon. This I find answers admirably, and I believe such a mode secures for the girls the most effectual training that can be devised in rural districts.

5. Do you approve of—(a) Normal school training for masters and mistresses; (b) Teachers who have had a University education; (c) Pupil-

teachers? Stating the grounds of your approval or disapproval.—(a) Rev. Alex. Ogilvie. Simply to acquire method and skill in teaching and organization; (b) Most decidedly; (c) No, certainly not. I disapprove of pupil-teachers, because few of them follow out the profession of teacher after apprenticeship terminates. Many of them become pupil-teachers simply for the pay and a free education, being the sons of able parents, there is thus a waste of public money. They cannot command the respect of the pupils, and having but little *real* interest in their progress, they are often mere nominal assistants to the master.

6. Is there any difficulty in finding schoolmistresses?—No.

7. Parochial schools—(a) What is your experience as to the election of parish schoolmasters? (b) What system of election is adopted? (c) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (d) Do the heritors take part in the election of the schoolmaster? (e) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (f) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(a) That the present mode of election is highly satisfactory; (b) By testimonials and competition; (c) I know of none under the *present Act*; (d) Yes; they generally show great interest in this matter; (e) No; so long as the electors are as at present, men of education, the most qualified candidate is sure of the appointment; (f) Under the present Act there is, and can be *none*.

8. Non-parochial schools. State your opinion as to—(a) System of election; (b) System of management; (c) Tenure of office by schoolmaster; (d) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management? —(a) That system of election and management can never be satisfactory where the electors and managers are composed of the comparatively illiterate, often the case in country parishes. It is a reversal of the natural order of things to set the *unlearned* over the *learned*; (c) Such that no first-class teacher would submit to; (d) In the parish of C—, a deserving schoolmaster was so annoyed by his *local board of managers*, that he gave up his office in disgust, and left the profession.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them. —In this parish the school I teach in is built to contain about seventy pupils, the average attendance is above one hundred. I have sought an enlargement of schools in vain.

10. Have schools increased in proportion to an increasing population? —Yes; beyond the proportion.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people? —Yes; in the spirit of sectarian rivalry.

13. Has too much been expended on keeping up unnecessary schools? Instances.—None in this parish.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(a) The teachers; (b) The scholars?—(a) Deterioration of class; (b) Inferior training.

III.—Subject-matter of Education.

1. What description most valued?—Useful; comprising the common subjects of reading, writing, arithmetic, English grammar, and geography.

2. Is religious teaching deemed essential?—Yes.

Rev. Alex. Ogilvie. 3. Is the Catechism?—Yes; but ought to be both *simplified* and *modified*,—*simplified* to suit the capacities of the children, and *modified* to meet with the approval of every *Protestant*.

4. Have classics declined? If so, what is the cause?—Yes; the diminishing the number of bursaries, and raising the standard for admission into the Universities, and their being discouraged by the Privy Council.

5. Are singing, drawing, etc., much valued?—No, by no means.

6. Is industrial training approved of along with, or distinct from, other branches?—Along with. See answer to query 4 (*b* and *c*), No. II.

7. Does denominational influence act in causing parents to prefer one school to another?—No. The *best teacher* has the best attendance.

8. What are your views as to a denominational as distinct from a national system of education?—It would be for the interests of education that a national system should be introduced, but I am of opinion that the Bible teaching as at present conducted in the parish schools, together with a Catechism, such as suggested above, ought to constitute a part thereof.

12.—REV. MR. PHIN, OLRIG, CAITHNESS.

Population, 2059 in 1861.

Rev. W. Phin. State the characteristics of parish, and characteristics of the population.—Agricultural and manufacturing. *Farms*.—Some large, paying £300, £700, and £1000 a year. Some small, paying from £10 to £50 a year. The small farms are intended to supply the large ones with workmen and hirers. *Manufacturing*.—Chiefly slate quarries. 300 to 400 men, and upwards of 100 boys, engaged in the quarries of Mr. Trail and Mr. Smith. Average wages not more than 11s. a week, of upstanding wages for the men, and from 10d. to 1s. 6d. per day for the boys.

What has been your experience on the subject of education?—Twenty-one years a parish minister. Previous to Act had experience both in private and public as to the state of education in various parts of Scotland.

I.—Supply and demand of Education.

1. Have the poor people in this parish been educated? If so, do they remember what they have learned? 2. Can you mention any instances of inability to read and write among the respectable poor?—All the native population can read, and a great proportion can write. A few imported from the Highlands to the quarries, who are ignorant; not above 30. The middle-aged and younger population write a great deal, well expressed and well spelled. Letters from New Zealand to that effect.

3. Are most children in parish at school?—Most children are at school.

4. Do you know any who are not? 5. If so, why are they not?—I know a few who are not. Chiefly from want of clothes, arising from carelessness.

6. Is the number of schools adequate?—The number of schools is adequate.

7. Is the situation convenient?—At present, yes.

8. Where children are not at school, is it owing to parents?—(*c*) Religious differences between parents and managers; (*d*) Because the teaching is unsatisfactory?—(*c*) At one period, twelve years ago, the religious difference between parents and managers did prevent Free Church children from being sent to parish school; now that feeling is allayed, and they are sent; (*d*) In no case were the children prevented from attending school on the ground of teaching being unsatisfactory.

9. Is it because they cannot forego the children's wages?—The children are generally sent to school, whether the teacher is paid or not.

10. At what age do children earn wages?—Earn wages about twelve. Sent either to quarry work, or to out-door labour—herding, etc.

11. How much do they earn?—Boys earn 10d. in the quarries, and 9d. in the fields.

13. Does female labour prevail?—Female labour does prevail, as in all agricultural parishes. When the mothers are out at work, the girls must stay at home to attend to the younger members of the family.

17. If wages are high, does children's attendance fall off, or *vice versa*?—Wages are uniform, and so has little effect upon the attendance.

18. How can attendance be increased?—(a) By prizes; (b) By the quality of instruction given; (c) By any particular system of school management; (d) By gratuitous instruction; (e) By the enforcement of an education test before children under twelve can be employed?—(a) I have been in the habit of giving prizes annually to the boys at the parish school, and consider it beneficial, or I would not continue the practice. I think prizes have increased the numbers. I examine the school myself. There is a regular competition among the boys for the prizes. If prizes were given indiscriminately they would be of little service, but when given for real merit, they have the effect of increasing the attendance, and causing the children to be more regular; (b) Assuredly I have found from experience that the best qualified teacher has uniformly the best and most regular attendance; (c) 1. By having fees prepaid. 2. By the minister taking a periodical superintendence of the school, in seeing how the children are improving, and by always putting a proper value on the services of the teacher. 3. An increase of attendance often arises, not so much from the attainments of the teacher, as from his aptitude to convey instruction to the pupils; (d) Gratuitous instruction is not generally valued as it ought to be; (e) I have had no experience of the working of such a test, but I should like to see it employed in the parish. The sensible part of the community would agree to it. The provident part of the community in the parish see the use of it, and do not send their children out to work very young.

19. What provision is made for the education of pauper children?—The children of paupers on the roll are educated by the parochial board; and children of poor parents have their education, and the materials for carrying on, supplied by the kindness of Miss Trail, in the infant and industrial schools. In the infant school, boys and girls are allowed to attend till they are eight years of age, after that the education of the girls is finished at the industrial school.

II.—Efficiency of Schools and Masters.

1. Are public or adventure schools most efficient?—Public. Adventure schools are invariably almost inefficient.

2. Endowed or unendowed?—Endowed.

3. Inspected or uninspected?—Inspected—either by Presbytery or by Government inspection. If possible twice in the year, and that it should be intimated to the parents in order that they may attend, and see the progress of their children. Unless parents, children, and master go hand in hand, and are all interested in the advancement of the children, there is little likelihood of success.

4. What is your experience and opinion as to—(a) Evening schools; (b) Industrial schools; (c) Infant schools?—(a) Don't approve much of evening schools in this parish, as the young people are generally so tired

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Phin.

with work during the day, as to be incapable of attending to any instruction at night; (b) Industrial schools are beneficial, but it would be advantageous to the community were these branches taught in the industrial schools, which would render females good servants and useful housewives. As at present constituted they turn out seamstresses, and nothing else. Should get the everyday work of a servant taught them; (c) Infant schools beneficial when properly conducted, but too much of the favour system to be thoroughly useful.

5. Do you approve of—(a) Normal school training for masters and mistresses; (b) Teachers who have had a University education; (c) Pupil-teachers? Stating the grounds of your approval or disapproval.—(a) I approve of Normal school training, not so much for the amount of information which they acquire at Normal schools, as from the training they receive, which renders them more capable of imparting instruction to the young; (b) I approve of University training, inasmuch as there is a desire on the part of the teacher, if he be faithful, to bring the pupils as near as he possibly can to his own level. It would be desirable, in the event of a national system of education, to combine the University education with the Normal training; (c) Pupil-teachers are not of much service; assistants, or even monitors, are better.

6. Is there any difficulty in finding schoolmistresses?—There is no difficulty in finding schoolmistresses.

7. Parochial schools—(a) What is your experience as to the election of parish schoolmasters? (c) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (d) Do the heritors take part in the election of the schoolmaster? (e) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (f) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(a) Election in 1843.—Several candidates sent in their testimonials. Minister personally examined those in the locality, and communicated with parties at a distance in reference to their character and attainments, personal examination of the present teacher in classics, history, and the common branches taught in a parish school, and found him superior to all others, and recommended him to the heritors, who unanimously agreed to appoint him; (c) There are instances within my knowledge where the choice was unsatisfactory, and the grounds of this dissatisfaction arose from the fact, that undue means had been employed by parties to secure the situation for the teacher, that they might free themselves from pecuniary burdens at the expense of the parish; and the other ground of dissatisfaction arose from the indisposition, and consequently the inability, of the teacher to discharge his duties, which afterwards turned out to be correct, as he died shortly after his appointment; (d) Heritors generally take part in the election. Minister generally communicates directly with the heritors; (e) Election at Halkirk.—I don't think so in this parish, as the denominational feeling is in a great measure allayed, but I have no doubt that in the event of an election in some of the adjoining parishes, where the denominational feeling runs high, that every means would be employed to select a teacher in accordance with the sectarian views of the majority; (f) No instances since the recent Act within the bounds of this Presbytery.

System of Competition.—For twenty-one years there has been an annual competition among the different schools throughout Caithness for prizes. Competitions are held at Wick and Thurso. Ministers and laymen appointed by committee of management, and prizes adjudged:—

One prize for Natural History; two for Greek; three for Latin; one for Mathematics; one for Navigation; one for Geography; two for Arithmetic; one for Bible History; one for Dictation; one for Music; two for Needlework; two for Painting; two for Writing, etc. etc. The Free Church and the parish masters disputed and the thing dwindled away. It did great good for some time.

8. Non-parochial schools. State your opinion as to—(a) System of election; (b) System of management; (c) Tenure of office by schoolmaster; (d) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management.—(a) Committee of management in non-parochial schools not approved of, inasmuch as the committee have generally some favourite, or some individual, whose influence completely regulates their conduct in the selection of a teacher, without duly considering his qualifications and merits; (b) I don't approve of the system of committee management, inasmuch as the teacher is wholly dependent on the committee, and can scarcely be expected faithfully to discharge his duty, being afraid of doing anything whereby he might seem to run counter to their views. The effect of the committee management is seen in the constant changing of the masters. There have been thirteen Free Church masters in twenty-one years. General Assembly management good, except in the appointment; as to appointment, it would be advantageous that the Presbytery should, with consent of the educational committee of the General Assembly, have the appointment of any certificated teacher, who had been trained at the Normal school, and was residing within the bounds of the Presbytery; (c) One year; (d) Free Church school at Castletown.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—Twenty-one years ago there was no school or schoolmaster's house in this parish belonging to the heritors. The school was a small house in the village, rented from one of the feuars. In the early part of 1844, I applied to the heritors, at the request of the teacher, for the erection of a new school and schoolhouse, and after some difficulty a school and schoolhouse was built.

10. Have schools increased in proportion to an increasing population?—This parish is increasing rapidly in population, and the schools have kept pace with the increase.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—The educational wants in this parish have been fully met, save in the district of Murkle, where a new school and house, larger than the present, are much needed.

12. Funds voted by Parliament—How spent?—No Government money is spent in this parish. There should be a certificated master at Murkle.

III.—Subject-matter of Education.

1. What description most valued?—The common branches. Navigation is desired by the parents and by the boys, as a number of boys go to sea from this and the adjoining parish. They come to school in winter to learn navigation. Necessity of a man of higher acquirements being parish schoolmaster. Where the parish school is situated, there are generally some children who can avail themselves of a thorough education. In the outlying districts, this is not so necessary.

2. Is religious teaching deemed essential? 3. Is the Catechism?—Both are essential. The Catechism is an instrument well-fitted for improving the memory of the young, as, generally speaking, there is no por-

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tion of their education in which they are so thoroughly versed, and into which their parents are so likely to inquire.

4. Have classics declined? If so, what is the cause?—I don't think classics have declined in parish schools. They vary; at times there may be a good class; when it breaks up, it requires some time before a new one is formed.

5. Are singing, drawing, etc., much valued?—There has been a great advance among the young to acquire a knowledge of vocal and instrumental music. Within these few years there has been a decided taste to improve in these branches of learning. As a proof that the instrumental music is much valued by the young, an instrumental band, consisting of between twenty and thirty young men, has been started in this parish. The instruments, which cost upwards of £50, were bought by subscription, and are held *in retentis* for the good of the parish. A house has been supplied to them by the kindness of that truly excellent lady, Miss Trail, and a splendid music-hall and reading-room, with keeper's apartments, are now being erected for the special use of the young, entirely at her expense. I may also mention that a library, containing several hundred volumes, is open for the use of the young people in the parish, and that a considerable number avail themselves of the books. It contains a number of the best authors on divinity, natural history, and novels, magazines, and other books of light literature, also the 'Encyclopædia Britannica.'

7. Does denominational influence act in causing parents to prefer one school to another?—Not so much as it did; sectarian feeling is gradually subsiding. The great point is to awaken a local interest in education, and the best way to keep it active when awakened is to institute local competitions.

13.—THEOPHILUS SMITH, TEMPLE, EDINBURGH.

Population (Temple district, 682; in Stobhill, *quoad sacra*, 703) 1385.

Theophilus
Smith.

State the characteristics of parish, and characteristics of the population.—It is of Temple district only that I speak. It is thinly peopled, containing one small village. The population is chiefly agricultural and pastoral. There are two or three collier families, and between twenty and thirty families connected with the granite and limestone quarries.

I.—Supply and demand of Education.

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—Yes, with the exception of the adult Irish, and one or two Scotch people.

2. Can you mention any instances of inability to read and write among the respectable poor?—I think, with the above exception, they can all read. Some of the old people cannot write.

3. Are most children in parish at school?—Yes.

4. Do you know any who are not?—A few of the Irish, and one or two Scotch.

5. If so, why are they not?—(See No. 8.)

6. Is the number of schools adequate?—Yes.

7. Is the situation convenient?—Yes.

8. Where children are not at school, is it owing to parents?—(a) Apathy; (b) Poverty; (c) Religious differences between parents and managers; (d) Because the teaching is unsatisfactory?—(a) A very few parents seem quite indifferent as to whether their children are educated or not; (b) Sometimes from want of management, and sometimes from

sickness, parents cannot contrive to make both ends meet, and are unable to pay school fees; (c) and (d) No. Theophilus Smith.

9. Is it because they cannot forego the children's wages?—In some cases I daresay they cannot, in some they will not.

10. At what age do children earn wages?—About twelve.

11. How much do they earn?—From 6d. to 10d. a day.

12. By what occupation?—Bark-peeling, turnip-thinning and pulling, etc.

13. Does female labour prevail?—Yes.

14. Of what nature?—Same as Ans. 12.

15. Is Factory Act, or anything similar, in force here?—No.

17. If wages are high, does children's attendance fall off, or *vice versa*?—Children's wages don't change much.

18. How can attendance be increased?—(a) By prizes; (d) By gratuitous instruction; (e) By the enforcement of an education test before children under twelve can be employed?—(a) We find that prizes have the effect of bringing the children more regularly to school, and of making them work better while at school; (d) In large families the heritors pay for all above two—when the two are kept regularly at school and paid for. We find the system works well; (e) It might do good. It is hard to tell. At present children whose education has been neglected, and who have been early in the fields, are often, so far as handling the hoe is concerned and standing fatigue, better workers than those who have been regularly at school, and this sometimes has a tendency to lessen the value of education in the eyes of ignorant parents and employers.

19. What provision is made for the education of pauper children?—They are paid for by the parochial board.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient? 2. Endowed or unendowed? 3. Inspected or uninspected?—I have seen good and bad schools of all kinds.

4. What is your experience and opinion as to (a) Evening schools; (b) Industrial schools; (c) Infant schools; (d) Half-time system?—(a) Our population is too widely scattered for evening schools; (b) We have none; (c) I don't think they are needed here; (d) Not suitable to the district.

5. Do you approve of—(a) Normal school training for masters and mistresses; (b) Teachers who have had a University education; (c) Pupil-teachers? Stating the grounds of your approval or disapproval.—(a) Yes; (b) Yes; (c) When properly trained.

6. Is there any difficulty in finding schoolmistresses?—Not of the kind we have.

7. Parochial schools—(a) What is your experience as to the election of parish schoolmasters? (b) What system of election is adopted? (c) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (d) Do the heritors take part in the election of the schoolmaster? (e) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (f) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(a) I have been present at the election of five teachers; (b) The plan we have lately adopted is to advertise, and having selected a few of the best recommended, to make personal inquiry, and if possible visit the schools of the candidates. We do not trust much to written certificates; (c) Of the five cases mentioned, in two of them, which occurred many years ago, the appoint-

Theophilus Smith. ments proved anything but satisfactory. One could teach, but was otherwise unsuitable for the situation. The other neither taught nor behaved himself, nor tried to do so; (d) Yes; (e) I do not know; (f) In one of the cases referred to under (c), though the teacher was entirely useless, and though the school and its endowments were lost to the parish for years, I do not believe we could have got rid of him had his relations with the parochial board not rendered it convenient for him to go abroad.

8. Non-Parochial schools. State your opinion as to—(a) System of election; (b) System of management; (c) Tenure of office by schoolmaster; (d) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management.—My acquaintance with the management of such schools is too limited to permit me to speak on the subject. There are only two schools at present in the division of Temple with which I am connected—the parish school, and an endowed school about four miles distant. The latter is not, properly speaking, a parochial school, but as, by the deed of its foundation, it is to be governed by the same persons, and in the same manner as parochial schools, it may be classed with them.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—Not in the case of parochial schools. Side schoolrooms are sometimes insufficient, badly heated, and badly ventilated.

10. Have schools increased in proportion to an increasing population?—Our population is not too large for our school accommodation.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—No.

12. Funds voted by Parliament—How spent? About twenty years ago a school was built in Temple village by private subscription, with the assistance of a grant from the Free Church Building Fund. The salary of the teacher was supplemented by the Privy Council.

13. Has too much been spent in keeping up unnecessary schools?—Instances.—The school just mentioned; there was no need of it. The parochial school, which is also in the village, and which at the time was well taught, is quite sufficient for the district. The other school was given up upwards of two years ago, and the building has since been standing empty. The attendance on neither school was large enough to remunerate the teacher, and consequently, when a vacancy occurred, we had not the same class of candidates to choose from we should otherwise have had.

14. Has too much been spent on pupil-teachers?—There are no pupil-teachers here.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(a) The teachers; (b) The scholars.—I am not sufficiently acquainted with the subject.

III.—*Subject-matter of Education.*

1. What description most valued?—Reading, writing, and arithmetic.
2. Is religious teaching deemed essential?—Yes.
3. Is the Catechism?—Yes.
4. Have classics declined? If so, what is the cause?—There have been, ever since I knew the parish, twenty years ago, very few classical scholars.
5. Are singing, drawing, etc., much valued?—The children are fond of singing. I cannot say whether the parents care much about it.
6. Is industrial training approved of along with, or distinct from other branches?—We have no industrial training, properly so called. All the

girls at both schools learn plain needlework, and when old enough cutting out. No separate fee is charged for the sewing. The teachers are paid by salary. Most mothers are anxious that their girls should learn sewing. Theophilus Smith.

7. Does denominational influence act in causing parents to prefer one school to another?—No.

8. What are your views as to a denominational as distinct from a national system of education?—I should think that, abstractly speaking, there can be no doubt of a national system being preferable; but any system, to be truly a national one, must have the sympathies of the great body of the nation, to whatever denomination belonging.

14.—REV. ROBERT STEVENSON, MINISTER OF DALRY, Ayr.

Population, 13,000, or thereby.

State the characteristics of the parish, and characteristics of the population.—A great overgrown parish, consisting of a numerous agricultural, and very largely of a mining population. Rev. Robert Stevenson.

What has been your experience on the subject of education?—Thirty years' experience; nine years in the middle parish of Paisley, with a population of 10,000, and twenty-one years in this parish, with a population of about 13,000. In this latter parish I have had much to do in extending adequately the means of education.

I.—*Supply and demand of Education.*

1. Have the poor people in this parish been educated? If so, do they remember what they have learned?—The native poor of this parish have been on the whole well educated, and remember fairly what they have learned.

2. Can you mention any instances of inability to read and write among the respectable poor?—Very few instances of inability to read among the native poor, but the Irish poor who have flooded the parish are not generally educated at all.

3. Are most children in parish at school?—Yes.

4. Do you know any who are not?—In visiting, I find a few here and there not at school.

5. If so, why are they not?—From the carelessness of parents.

6. Is the number of schools adequate?—Yes.

7. Is the situation convenient?—Yes.

8. Where children are not at school, is it owing to parents?—(a) Apathy; (b) Poverty; (c) Religious differences between parents and managers; (d) Because the teaching is unsatisfactory?—Yes; (a) Yes; (b) No; (c) No; (d) No.

9. Is it because they cannot forego the children's wages?—The cases of such are comparatively few, as miners earn good wages.

10. At what age do children earn wages?—At ten years of age, and it is feared sometimes earlier.

11. How much do they earn?—From 3s. 6d. to 5s. per week.

12. By what occupation?—The boys work in mines.

13. Does female labour prevail?—Yes, to a considerable extent.

14. Of what nature?—In a woollen factory.

15. Is Factory Act, or anything similar, in force here?—I am unable to say with certainty.

16. Can you mention any instances within your experience where such an Act has been infringed?—I have no sufficient information on this point.

Rev. Robert
Stevenson.

17. If wages are high, does children's attendance fall off, or *vice versa*?
—Wages have usually been good, and I am not aware that any change in the rate of wages has affected attendance in the least.

18. How can attendance be increased?—(a) By prizes; (b) By the quality of instruction given; (c) By any particular system of school-management; (d) By gratuitous instruction; (e) By the enforcement of an education test before children under twelve can be employed?—(a) Very slightly I think; (b) Yes; an acceptable efficient teacher attracts pupils; (c) Not so much by the system of management as by the efficiency of the teacher, though that results from good management; (d) Only in cases of respectable poverty; (e) Yes, if the test were faithfully enforced, but it is very apt to be evaded.

19. What provision is made for the education of pauper children?—They are educated by the parochial board, and liberal provision is made otherwise for poor children not on the pauper roll.

II.—*Efficiency of Schools and Masters.*

1. Are public or adventure schools most efficient?—Schools under competent management are far more efficient than private adventure schools.

2. Endowed or unendowed?—Efficiency depends more on management than on endowment.

3. Inspected or uninspected?—Inspected schools, when augmentation of salary depends on the inspector's report. Inspection would be of no use otherwise.

4. What is your experience and opinion as to—(a) Evening schools; (b) Industrial schools; (c) Infant schools; (d) Half-time system?—(a) I have had little experience of evening schools; (b) I think female industrial schools of great advantage; one such school in this parish has been of signal benefit; (c) I have had no experience of infant schools; (d) Not in operation here.

5. Do you approve of—(a) Normal school training for masters and mistresses; (b) Teachers who have had a University education; (c) Pupil-teachers? Stating the grounds of your approval or disapproval. —(a) Yes; (b) Yes; (c) Yes. At the Normal schools future teachers are not only instructed in scholarship, but are trained to teach. I am so convinced of the advantage of this, that I employ no teacher who has not been so trained. Over and above such Normal training, a University education is very desirable for teachers of a higher grade, as being a security for classical attainment. Pupil-teachers, when skilfully handled, add to the efficiency of a school.

6. Is there any difficulty in finding schoolmistresses?—I have never found difficulty in getting female teachers.

7. Parochial schools—(a) What is your experience as to the election of parish schoolmasters? (b) What system of election is adopted? (c) State any instances within your knowledge where the choice was unsatisfactory, and the grounds for this dissatisfaction; (d) Do the heritors take part in the election of the schoolmaster? (e) Would a majority of one denomination object to a schoolmaster of another denomination being appointed? (f) Do you know of any instances where there has been difficulty in removing an incompetent schoolmaster? State any such instances.—(a) I have been concerned only in one case; (b) A committee of two heritors and the minister of the parish was appointed to make inquiry, to visit the schools of candidates, and to report to a general meeting of heritors, who at once elected the person recommended by the committee; (c) None within my knowledge; (d) Yes; as stated above; (e) Yes; I think so;

objection on this ground might not be openly stated, but it would influence the election; (f) The late parochial teacher in this parish was long incompetent from bad health. It would have been very difficult to remove him had it not been for the recent Schoolmasters Act, in terms of which his retirement was easily effected.

Rev. Robert
Stevenson.

8. Non-Parochial schools. State your opinion as to—(a) System of election; (b) System of management; (c) Tenure of office by schoolmaster; (d) Mention any instances within your knowledge of dissatisfaction in the appointment of a schoolmaster, or in the system of management.—During the last twenty years I have had six non-parochial schools under my care, and I have found (a) the election of the teachers and (b) the management of the schools by the minister and kirk-session to be in every way convenient, efficient, and satisfactory; (c) I disapprove of the appointment of teachers *ad vitam aut culpam*. I have uniformly engaged teachers with a prospect of permanency, but on the condition, that in the case of either party wishing a change, previous notice shall be given of two or three months. This system I have found to work admirably. Practically, the tenure of office by the teacher has been permanent, till preferment removed him to a better situation. Only in one case in twenty years have I been forced to give the required notice, and to dismiss a teacher; (d) None.

9. Do you know of any instances in which difficulty was found in securing the enlargement or repair of school buildings? If so, state them.—Yes, difficulty, but no insuperable difficulty in any case.

10. Have schools increased in proportion to an increasing population?—Yes.

11. Have new schools been built in rich districts, while the poorer districts are left without provision for the educational wants of the people?—No; provision has been made equally for rich and poor.

12. Funds voted by Parliament—How spent?—In augmentation of teachers' salaries and stipends of pupil-teachers. Only in one case a small building grant obtained.

13. Has too much been expended on keeping up unnecessary schools? Instances.—No.

14. Has too much been spent on pupil-teachers? Instances.—No.

15. Or in any other way? Instances.—None that I am aware of.

16. State shortly your opinion as to the effect of adoption of the Revised Code upon—(a) The teachers; (b) The scholars.—I have had a brief experience of the Revised Code. Its effect has been to concentrate the attention of the teachers, and consequently of the scholars, on the merest elements. If permanently established, it cannot fail to have an unfavourable effect on the higher branches.

III.—Subject-matter of Education.

1. What description most valued?—All the ordinary branches.

2. Is religious teaching deemed essential?—Yes.

3. Is the Catechism?—Yes.

4. Have classics declined? If so, what is the cause.—I think so,—one among the causes being the absence of classical instruction in the Normal seminaries. In the parish school increased attention has latterly been paid to the classics.

5. Are singing, drawing, etc., much valued?—Singing is much valued; drawing less so.

6. Is industrial training approved of along with, or distinct from other branches?—Generally approved by the parents as distinct, and at separate times from the other branches.

Rev. Robert Stevenson. 7. Does denominational influence act in causing parents to prefer one school to another?—Yes; to a considerable extent, especially in connexion with one denomination.

8. What are your views as to a denominational as distinct from a national system of education?—A national system, such as hitherto proposed, I regard as most objectionable. I deprecate all such. I consider them as substantially a proposal to subvert the educational position of the Established Church, to denude her of her educational rights and privileges which she has not forfeited by any misuse, to impair fatally her legitimate influence and proper usefulness in the country, to break her right arm, and to prepare for her utter overthrow. It seems impossible, in present circumstances, to provide in any such national system adequate security for the religious quality of the schools and of the teaching, and without such security expressly enacted, I should consider legislation on the subject as dangerous in the extreme, and likely to be followed by fatal results; and besides, I should consider committees elected by ratepayers the worst possible agency for managing schools. The denominational system appears to me as the best possible in the present circumstances of the country. It does substantial justice to all parties, to Dissenters as well as to the Established Church. The connexion of the schools with the several churches gives security for their Christian character and the religious quality of the teaching. From my experience here, I think the denominational system perfectly adequate to meet the wants of the country, even in difficult cases. In 1844, the population of this parish amounted to little more than 4000; it is now little short of 13,000. With only a small building grant from Government in one case, schools have been built in the parish in sufficient numbers, and in suitable localities, and at this moment the whole parish is adequately supplied with the means of a first-rate education. In maintaining the schools, we have availed ourselves of the usual aid from the public funds; and the Reports of H. M. Inspectors of Schools for years back will bear me out in saying, that under the denominational system of education this overgrown and difficult parish has been placed on an efficient and satisfactory footing. What has been done here may be done elsewhere. Whatever the educational wants of the country may be proved to be, I believe the denominational system, efficiently administered, is perfectly competent to supply them all, and to apply them all justly and rightly to all parties.

1.—LETTER from Rev. G. R. GLEIG, Chaplain-General to the Forces.

July 17, 1865.

Rev. G. R. Gleig. MY DEAR COL. MAXWELL,—I have received your letter of the 14th inst., and congratulate you sincerely on being brought into connexion with a department of public administration in which I believe you to be capable of effecting a great deal of good. I have not forgotten the interest which you took in the cause of education when you commanded the 82d regiment.

You put to me two questions, one direct, the other indirect. Your indirect question assumes that the education bestowed on the children of soldiers is purely secular; your direct question requires my opinion as

to whether a system which has worked well in the army might be applied, with good prospect of success, to the general education of the youth of Scotland. Rev. G. R. Gleig.

I must first of all put you right in regard to the system of education which prevails in the army. It is not purely secular. So far as the school-master and schoolmistress are concerned, there is indeed a prohibition upon them to refrain from teaching, in the regular school hours, *dogmatic* religion. But the work of every day begins with a collective Bible lesson, in which the master reads a portion of Scripture to the whole school, explaining and questioning the pupils upon it; and the instruction in the infant schools is not only based on religion, but is pervaded by it throughout. The Bible lesson is not however compulsory on those, among the children of the regiment whose parents object to it. These make their appearance in school after the half-hour devoted to instruction in Scripture has expired; and so far, therefore, and no farther, for this portion of the pupils at least, the school education is purely secular.

We do not, however, in the army, neglect dogmatic teaching. On two days in every week, and for one hour in each day, our chaplains take charge of our schools, which are divided according to the religious persuasions of the pupils. The Church of England chaplain has his disciples handed over to him, and he instructs them in the Church Catechism, the Collects, the Epistles and Gospels, in the Prayer-book generally, and in the constitution and doctrines of the Church. The master, if a Churchman, is likewise directed by him in the selection of portions of Scripture on which to lecture on week-days, and, if required, is bound to assist during the hour of religious instruction.

The same process is followed by the Presbyterian and the Roman Catholic chaplains. Each has his own pupils in a room apart from the Church of England children, or in a distinct portion of the schoolroom, if the schoolroom be large, and no better arrangement can be made; and each instructs his class in the principles and practices of his own Church, which is also theirs.

We have, besides, Sunday-schools everywhere.

This will show you, that in describing our system as purely secular, a certain amount of mistake is committed. We keep, indeed, our religious and our secular instruction separate; and we never use the Bible as a mere reading-book. But we take more pains than are taken anywhere else, as far as I know, to make our young people well-instructed Christians, according to the faith of their fathers; not less than good readers, good writers, good arithmeticians, geographers, and, if their tastes and abilities will bear them so far, masters of the elements of history, and good mathematicians.

I am less competent to give an opinion now than I was some years ago as to the success of this system, so far as secular instruction is concerned. It was very successful during the first ten years of its operation, the years when the whole burden of controlling and directing it lay upon me; and as I have not heard of any important changes having been introduced since I ceased to be Inspector-General of Army Schools, I believe that it continues to work as satisfactorily as it did at the beginning. But I can testify to the working of the system of religious instruction, which is excellent. Wherever chaplains are themselves well-instructed, and know how to convey the knowledge which they possess to others, the children are admirably trained, especially when, as in very many instances is the case, the chaplains find among the officers and ladies of regiments willing co-operators in the good work. Indeed, I don't find in any parochial schools,

Rev. G. R. Gleig. which from time to time I visit, anything like the same amount of intelligence and knowledge which I find in the schools of our regiments.

It is one thing, however, to work a machine of this kind in the army, and quite another to apply it to the requirements of civil life. Each battalion or regiment is, as you well know, a sort of family within itself, where the will of the commanding officer is law; and commanding officers, I am happy to say, almost universally desire to do their duty in the matter of education, not less than in other respects, to the men over whom they are set, and to their families. It must be entirely the fault of the chaplains, and of the schoolmasters, therefore, if the best results do not follow. Now, I don't say that similar results may not be brought about in civil life, provided you can construct a machinery at all analogous to that which we have ready constructed to our hands in the army. But there lies your great difficulty. Are the parochial and other clergy of Scotland willing and able, not only to superintend Sunday-schools, but to devote one hour in each of two days every week to the religious instruction of the young members of their flocks? Can you provide for these religious classes separate rooms, or so dispose of them in your single schoolroom as that one class shall not be disturbed by what is going on in another? And is it possible, by the appointment of committees or otherwise, to supply the place of that central authority, which, in our regiments, keeps the whole machine constantly in gear. If all this be practicable, then I cannot for a moment hesitate to say, that not for Scotland only, but for England and Ireland also, there is no plan of school training which would do its work half so effectually, or, at all events, afford such scope for doing it well as that on which, since 1846, the schools of our regiments have been conducted.

At the same time, it would be idle to look for a measure of success in civil life equal to that which rewards our exertions in military life, adopt what plan you may. Soldiers' children are kept at school long after the children of mechanics and day-labourers go out to earn their own bread. We have, indeed, the disadvantage to contend against, of frequent changes of place. But forasmuch as each regiment, wherever it goes, carries its educational staff along with it—its master, its assistant-masters, its mistress, pupil-teachers, books, slates, and so forth, and almost everywhere, on its arrival at a new station, finds schoolrooms admirably fitted up, the evils thence arising are not very serious. Indeed, except *in transitu* to and from India, Australia, and others of the more distant colonies, schoolwork is rarely interrupted with us for more than a week at a time. Now, in civil life, it is often a hard matter to command the punctual attendance of children, even when in a state of pupilage, and after they arrive at ten or eleven years of age the boys at least generally disappear. For this reason, among others, whatever be the system on which we act, it is vain to look for the same results in civil schools, which military schools, as they are now managed, everywhere produce. But I have no doubt that your school system in Scotland, admirable as in theory it is, stands in need of practical improvement. And I am further of opinion, that you will find in the system pursued in the army, a great deal which you may adopt with advantage, provided you can so frame your machinery of supervision as to give it fair play.

You may make any use that you please of this letter.—Ever most truly
yours, G. R. GLEIG.

2.—LETTER FROM CHARLES NEILL, Schoolmaster of Dornoch.

PAROCHIAL SCHOOLHOUSE, DORNOCH,
14th Sept. 1865.

Charles
Neill.

SIR,—I am very sorry that my school was closed on your late visit to Dornoch, and that I had not the pleasure of seeing you, especially as I was one of the deputation to the Royal Commissioners on Education, appointed by the association of Sutherlandshire teachers. Such being the case, and as I understand you were anxious to get as much information as possible regarding education in this quarter, I hope you will not deem it presumptuous in me to give you the following statements :—

1. LOCAL FACTS.—There are ten schools in the parish, the population of which being barely 3000, there is thus, upon an average, one school for every 300 inhabitants. The pupils attending the whole are 377,¹ thus giving an average of 37 to each school. Five schools are connected with the Free, four with the Established Church, and one is undenominational. There are six certificated and four uncertificated, seven male and three female teachers. The average distance of the rural schools from each other is three miles. Those in the burgh, the parochial, Free Church, and Christian Knowledge Society's, are about eighty yards from each other. The inhabitants are chiefly engaged in agriculture and fishing, and with the exception of those in the burgh, and the better class of farmers, are very deficient in English, and speak Gaelic as a rule. Many adults cannot read print, many more manuscript; while very few indeed, can write a decent letter. In the Registrar's books for the past year, out of 164 required to sign their names, only ninety-six could do so; the other sixty-eight had to make a cross. Most of those unable to write their names were of the fishing class, by far the most illiterate in the parish, though a school was planted amongst them, especially for their own benefit, by her Grace the Duchess of Sutherland.

2. ATTENDANCE.—The attendance at all the schools is very fluctuating and unsatisfactory. Partly, this arises from the demands of the seasons, such as seed-time, harvest, herding, fishing, and potato-digging, when large drafts are taken from school; but a great deal of it is owing to the apathy of parents and the caprice of children. In winter the schools are better attended than during the summer months.

3. FEES.—The fees, though generally on a very low scale, are miserably ill-paid; in fact, paying is the exception, not the rule. In my own school, fully three-fourths of the pupils are thus taught gratuitously. Teachers, from obvious reasons, do not enforce fees, even where there is ability to pay, and where there is not they are never asked.

4. OPINIONS.—From the foregoing statements, I am brought to the following conclusions :—

(1.) That the supply of schools is in excess of the wants of the parish, and tends very much to depreciate education, lower the *status* of the teachers, and reduce the attendance.

(2.) That as a great deal of ignorance exists, notwithstanding the abundant means of education in the parish, the apathy and avarice of parents ought to be checked by some wholesome educational test imposed upon the children before they can be employed in hired labour.

(3.) That the emoluments of a teacher, at least in parishes like this, should be such as to make him as far as possible independent of fees.

I shall not trouble you with my views of national education, further than to say, that the 'Revised Code,' with attendance enforced by enact-

¹ By Registrar's Return, January 1865.

Charles
Neill.

ment, social distinction abolished, and more latitude afforded to the higher branches, would, in my opinion, be an excellent and workable system, and so equitable, that no teacher could have any ground of complaint against 'paying for results.'

I hope you will excuse the length of this communication. I am prepared to vouch for the facts given in it; as to the opinions drawn from them you of course are best able to judge. I have only to say, in conclusion, that all I have written is at your entire disposal, and that I shall be very happy to answer any further inquiries you may be pleased to make.—I have the honour to be, etc.,

CHARLES NEILL.

P.S.—Education return is enclosed.

A. C. SELLAR, Esq., *Assistant-Commissioner on Education.*

3.—LETTER from the Rev. WILLIAM LEE, Roxburgh, Kelso.

ROXBURGH, KELSO, 17th Nov. 1865.

Rev. W.
Lee.

SIR,—Will you allow me to make an addition to my written answer to Query 3, under the heading 'Supply and Demand of Education?' I stated that no children are without more or less schooling in my parish; and I wish to add that this statement—like (as I suppose) the question to which it was a reply—applies only to the case of children of sound mind. There are no fewer than seven imbecile children in the parish, who are not only not at school, but are growing up without any kind of education or training. I do not know if the education of imbecile children is within the scope of the inquiry of Her Majesty's Commissioners. That very many imbeciles are, in early life, capable of being educated in some degree, and instead of a burden and sorrow to their friends, and a reproach to humanity, made happy, and so far useful members of society, has been abundantly proved by the experience of existing institutions for the education of imbeciles. That they are to be found in considerable numbers in all parts of the country is well known—the seven (all under age) at present in my own parish of 1200 inhabitants are, I believe, no more than an average of the proportion throughout the country. Nothing is done for them here, nor I believe anywhere in Scotland, except by means of a single institution near Larbert, which is of very limited accommodation. I understand that it is impossible to teach such children in common with children of sound mind, and that it is also found better to teach them in institutions in which large numbers of them are collected together. I have sometimes thought a scheme applicable to the whole country might be organized in connexion with the poorhouses. This would of course, however, provide only for the imbecile children of the poor—who, however, are those for whom provision is most required. I see it mentioned, in an article on idiot asylums in the July number of the *Edinburgh Review*, that a Statute has been enacted (it is not said whether extending to Scotland or not), called 'An Act to provide for the Education, etc., of Pauper Children in certain Schools and Institutions' (25 and 26 Vict. c. 43), which enables the guardians of a union to contract with the managers of certain institutions for the education of idiotic persons. Perhaps some rule of this kind might be found applicable to Scotland, as regards not only the imbecile children of paupers, but those imbecile children, who without education must eventually become themselves paupers. The means for supplying so extensive a want can hardly be provided by private benevolence, and may not perhaps be deemed unworthy of the attention of Her Majesty's Commissioners on Education.—I am, etc.

WILLIAM LEE.

LIEUT.-COL. MAXWELL.

- 4.—LETTER, ALEXANDER EWING, D.C.L., Bishop of Argyll and the Isles, in the Episcopal Church of Scotland.

BISHOPSTON, LOCUGILPHEAD, 6th Feb. 1866.

MY DEAR COLONEL MAXWELL,—I am obliged by your reminding me Right Rev. A. Ewing. that it is time to send in any observations, if I have any to make, on the subject of elementary schools in Scotland.

I shall therefore give you, as briefly as I can, the result of my own observations, and the opinion I have come to in consequence.

I conceive that there are four courses open to pursue :—

1. To have schools without any religious teaching.
2. Denominational schools, where the teacher teaches the religion of the denomination.
3. Established Church schools, where the teacher teaches the religion of the Establishment.*

4. National schools, where the teacher teaches the religion of the majority of ratepayers in the parish, and who shall be elected by them.

I do not think that the first is either desirable or feasible.

I do not think the second requisite, or desirable.

I myself prefer the third, from recognising the great advantages of an Establishment of religion by the State; and where that religion has for its basis (as now in Scotland it has) the Holy Scriptures for the rule of faith, I should have no objection to Episcopalian children attending such schools. But I do not think that this arrangement is at present possible. The fourth system I conceive, therefore, to be that best suited for State adoption; viz. :—

To have a school opened in every parish, supported by ratepayers, who shall have the selection of the teacher. Parents objecting to the religious instruction to have the power of withdrawing their children from the reception of its specific formularies. The teacher to be chosen from amongst such as shall have previously passed a Government board of examiners, which shall certify the capacity of the teacher on subjects unconnected with religion.

Where payments from local rates are insufficient, a rate in aid, to be given by the State, by way of capitation allowance.

The present burdens on property, in aid of education, to be considered in the rates.

I need not trouble you or the Board with the reasons which have induced me to come to these conclusions. I need only say, in regard to the denominational mode, that I was, I believe, one of the first to urge its adoption on the Episcopal Church in Scotland, as the accompanying pamphlet will show,¹ but I have not found the principle answer; and our Church herself is now occupied with the idea of relinquishing her aid to her own schools, in so far as it has been given by the Church Society, and a training Institution, in connexion with it.—I am, my dear Colonel Maxwell, faithfully yours,

ALEXANDER EWING, D.C.L.

Bp. of Argyll and the Isles.

* ¹ Letter to Dean Ramsay.

No. II.

SPECIMENS OF THE TABULATION AND ANALYSIS OF DICTATION AND ARITHMETICAL PAPERS DONE BY SCHOLARS IN DIFFERENT SCHOOLS.

EXPLANATION.

0 means correct.

The figures, 1, 2, 3, etc., refer to the number of errors.

X means total failure.

The sums in simple addition were dictated.

1. — PARISH SCHOOL.

No. on roll, 91. No. in attendance, 71.

No.	Scholar's Age.	Dictation.		Arithmetic.			Writing.
		'I am grateful, etc.	4 lines of Poetry.	Simple Addition.	Compound Addition.	Proportion.	
1	15	0	1	0	0	0	Good.
2	13	0	2	0	0	0	Good.
3	12	0	3	0	0	0	Fair.
4	15	1	1	0	0	0	Fair.
5	11½	2	2	X	0	0	Indifferent.
6	12	0	3	X	0	0	Fair.
7	13	2	2	X	0	0	Good.
8	13	1	3	0	0	0	Fair.
9	11½	0	0	0	X	0	Bad.
10	14	0	0	0	0	0	Very good.
11	12	0	0	0	0	0	Very good.
12	14	0	0	0	0	0	Very good.
Correct, .		8	4	9	11	12	3 Very good.
1 error, .		2	2	...	...	...	3 Good.
2 do., .		2	3	...	...	...	4 Fair.
3 do., .		...	3	...	...	...	1 Indifferent.
Failures, .		...	...	3	1	...	1 Bad.

2. — SUBSCRIPTION (GIRLS') SCHOOL.

No. on roll, 46. No. in attendance, 35.

No.	Scholar's Age.	Dictation.		Arithmetic.			Writing.
		'I am grateful, etc.	A piece of Prose.	Simple Addition.	Compound Addition.	Proportion.	
1	13	0	0	0	0	0	Very good.
2	14	0	0	0	0	0	Very good.
3	14	0	0	0	0	0	Very good.
4	13	1	2	0	0	0	Indifferent.
5	13	1	0	0	0	0	Fair.
6	13	0	0	0	0	0	Fair.
7	15	1	3	0	0	0	Indifferent.
Correct, .		4	5	7	7	7	3 Very good.
1 error, .		3	...	...	...	...	2 Fair.
2 do., .		...	1	...	...	...	2 Indifferent.
3 do., .		...	1	...	...	...	.....

3. — FREE CHURCH SCHOOL.

No. on roll, 89. No. in attendance, 87.

No.	Scholar's Age.	Dictation.		Arithmetic.			Writing.
		'I am grateful,' etc.	Poetry.	Simple Addition.	Compound Addition.	Practice.	
1	10	0	0	×	0	×	Good.
2	11	0	1	0	0	0	Indifferent.
3	13	0	0	0	0	×	Good.
4	12	0	0	×	0	×	Good.
5	15	0	3	0	0	×	Fair.
6	13	1	4	×	×	×	Fair.
7	15	0	3	×	×	0	Fair.
8	15	1	4	×	0	×	Indifferent.
9	14	1	3	0	0	0	Good.
10	15	0	0	0	0	0	Very good.
11	15	0	0	0	0	0	Very good.
12	17	0	1	×	0	0	Fair.
13	13	0	0	×	0	0	Good.
14	15	0	2	0	0	0	Fair.
Correct, .		11	6	7	12	8	2 Very good.
1 error, .		3	2	...	...	...	5 Good.
2 do., .		...	1	...	...	...	5 Fair.
3 do., .		...	3	...	...	...	2 Indifferent.
4 do., .		...	2	...	...	...	.....
Failures, .		...	...	7	2	6	.....

4. — PARISH SCHOOL.

No. on roll, 128. No. in attendance, 98.

No.	Scholar's Age.	Dictation.		Arithmetic.			Writing.
		'I am grateful,' etc.	Poetry.	Simple Addition.	Compound Addition.	Practice.	
1	15	0	2	×	0	0	Indifferent.
2	15	3	0	×	0	×	Good.
3	12	0	1	×	0	×	Good.
4	12	2	3	×	0	×	Fair.
5	13	1	3	×	0	0	Good.
6	14	2	6	×	0	×	Fair.
7	16	3	8	×	0	×	Indifferent.
8	11	0	3	0	×	0	Bad.
9	11	2	5	×	0	×	Fair.
10	10	1	2	×	×	×	Indifferen
11	10	1	4	0	×	×	Fair.
12	11	3	0	0	0	×	Good.
13	12	1	0	0	0	×	Good.
14	14	0	0	0	0	0	Good.
15	11	1	1	×	×	×	Fair.
Correct, . .		4	4	5	11	4	6 Good.
1 error, .		5	2	...	...	...	5 Fair.
2 do., .		3	2	...	...	...	3 Indifferent.
3 do., .		3	3	...	...	...	1 Bad.
Above 3 do.,		0	4	...	...	...	
Failures, .		...	...	10	4	11	

5. — PARISH SCHOOL.

No. on roll, 78. No in attendance, 64

No.	Scholar's Age.	Dictation.		Arithmetic.				Writing.
		'I am grateful,' etc.	Easy Prose Sentence.	Simple Addition.	Compound Addition.	Practice.	Proportion.	
1	13	1	0	×	0	×	0	Good.
2	12	2	4	×	×	0	×	Indifferent.
3	11½	2	7	×	0	0	0	Indifferent.
4	11½	1	4	×	0	×	×	Indifferent.
5	13	1	7	×	×	×	×	Fair.
6	13	1	2	×	0	0	×	Good.
7	12	0	0	×	0	0	0	Fair.
Correct, . .		1	2	...	5	4	3	2 Good.
1 error, . .		4	...	...	...	...	...	2 Fair.
2 do., . .		2	1	...	...	...	...	3 Indifferent.
Above 2 do.,		...	4	...	...	...	...	
Failures, . .		...	...	7	2	3	4	

6. — PARISH SCHOOL.

No. on roll, 65. No in attendance, 56.

No.	Scholar's Age.	Dictation.		Simple Addition.	Writing.
		'I am grateful,' etc.	Prose Sentence.		
1	13	7	9	×	Very bad.
2	13	6	8	×	Very bad.
3	13	3	8	×	Very bad.
4	14	4	6	×	Indifferent.
5	10	4	6	×	Very bad.
6	12	×	×	×	Very bad.
Correct, . . .		0	0	0	
3 errors, . . .		1	...	...	1 Indifferent.
4 do., . . .		2	...	...	5 Very bad.
6 do. and above,		2	5	...	
Failures, . .		1	1	0	

Nos. 1, 2, & 3. Papers in these schools considered Good.

No. 4. Papers in this school considered Fair.

No. 5. Papers in this school considered Indifferent.

No. 6. Papers in this school considered Bad.

I am grateful if you will that

Benefactors which I receive

Poitory

Sweet day so cool so calm so bright

the Bredle of the earth dand they

the Jews shal shall they fall to night

Year they must dy die

Arithmetic

I am ~~thankful~~ grateful for all the benefits

which I have received

Sweet day Poetry

Sweet day so cool so calm so bright
the bridal of heaven and earth
the dew shall weep thy fall to night

for thou must die

Carthage

II.--SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT
SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD,
GOOD, FAIR, INDIFFERENT, AND BAD.

Dictation
I am grateful for all the benefits which I receive

Poetry
With fruitless labour blarra bound
And strive to staunch the quaking wound
The Monk with unswailing cards
Exhausted all the church's prayers

Arithmetic
Simple addition

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD, GOOD, FAIR, INDIFFERENT, AND BAD.

Dictation

I am grateful for all the benefits which I received

The ninth commandment is thou shalt not bear false witness against thy neighbour

Suppose I owe the baker £3. 0s. 6d.

butcher 5s. 17s. 1½d.

tailor 19s.

shoemaker 1s. 3s. 2d.

public house 5s. 7¾d.

grocer 1s. 0s. 9½d.

Ans. £12. 6s. 2¾d.

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT
SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD,
GOOD, FAIR, INDIFFERENT, AND BAD.

Dictation

I am grateful for all th' benefits which I receive

Paraphrase.

O God of Bethel! by whose hand

thy people still are fed;

Who through this weary pilgrimage

hast all our fathers led:

Our vows our prayers we now present

before thy throne of grace:

God of our fathers! be the God

of their succeeding race.

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT
SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD,
GOOD, FAIR, INDIFFERENT, AND BAD

Dictation

I am grateful for all the benefits which
I receive. James had many quarrels with
the ministers for their free censures on his
conduct. Besides this ground of dislike
he had a fixed aversion to a Presbyterian
Church, and as fixed a love for a church
on the Episcopalian plan.

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT
SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD,
GOOD, FAIR, INDIFFERENT, AND BAD.

I am grateful for all the benefits
which I receive. Baptism is a sacrament
wherein the washing ^{with} of water in the
name of the father son and holyghost
doth signify and seal our engrafting
unto christ and partaking of the benefits
of the covenant of grace and our engagement
to be the Lords.

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD, GOOD, FAIR, INDIFFERENT, AND BAD.

I am in the position of not being able to acquiesce in either the one or the other of the motions which have been submitted to the house. In regard to motion of my esteemed and respected friend Dr Perry I think it is too strong to be adopted by this assembly under the circumstances while as to that of my friend and colleague Dr Stevenson I must say that I cannot agree with it because it appears to me as if it were a sacrifice or rather a compromise of certain principles.

11.—SPECIMENS OF DICTATION EXERCISES WRITTEN IN DIFFERENT
SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD,
GOOD, FAIR, INDIFFERENT, AND BAD.

You will be supplied with a statement
calculated from the sums &c. of the
statemen^ted number of children between
the years &c. &c. living in the district
You will ascertain the number of school
in it and the amount of a accomodation
which they afford, the number of scholars
in attendance at the time of inquiry
their ages and the average of their attend^{ance}.

You ditto will enable you to determine
the number of children within the
district for whom no means of educational
approposited or whose parents are unwilling
to avail themselves of such means as already
exist

arithmetical

Nº 7 AGE 12 PARISH SCHOOL

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT
SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD,
GOOD, FAIR, INDIFFERENT, AND BAD.

Dictation . . .

I am grateful for all the benefacts
which i recived

Poetry

Rank from its root though thunde
rising from gumerits gt

Plunged to the gulft in moveble
alocht

Thromage to age in air or sea on land
Its turrets hidden and its spears exten
ds expand

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT
SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD,
GOOD, FAIR, INDIFFERENT, AND BAD.

Dictation i am grateful for all the.

Benfites wich i recieve
Portry the earth to thee its instance.

yealed ll
the lark its thy welcom sings

when g ledbring in the fresh need field
the snowy muskron springs

Armeduc

II.—SPECIMENS OF DICTATION EXERCISES, WRITTEN IN DIFFERENT
SCHOOLS IN THE COUNTRY, AND CLASSIFIED AS VERY GOOD,
GOOD, FAIR, INDIFFERENT. AND BAD.

Dictation

I am grateful for all the Benignets which I receive

Poetry

Against Idleness, And, Mistiches

how dose the Busy bee

Improve each shining hour

And gather honey all the day

From every Opening flower.

how skilfully she Builds her cells

how neat she spreads the wax

Ameth Aristhmeth

No. III.

SPECIMENS OF LATIN PROSE.

Exercises written in — Parochial School, Aberdeenshire.

When the Consul perceived these murmurings of the soldiers, he assembled them, and thus addressed them. 'You have heard, soldiers, in what manner our affairs have been conducted in Algidum: the army there was such as it became that of a free people to be. For my part, the measures which I shall adopt, and the spirit with which I shall be actuated, will be dictated by your conduct. The war may be protracted to advantage, or it may be speedily terminated. If it must be prolonged, I will augment your valour and your hopes by the same discipline as I adopted at first.'

Quum consul has querelas militum vidisset, convocatos ita allocutus est. 'Milites quomodo res nostræ in Algido gestæ sint audivistis, ibi exercitus talis fuit, qualis populi liberi esse decuit. Quod ad me attinet consilia quæ capiam animusque quo movebor vestris factis regentur. Bellum commodo trahi aut cito terminari potest; si trahatur necesse est vestram virtutem et spem, ea disciplina quam primo cepi augebo.

Quum consul militum has querelas sensisset, eos convocavit, et eos ita allocutus est. 'Audivistis, milites, quomodo nostræ res in Algido gererentur, exercitus ibi talis fuit, qualis liberi populi esse fuit. Quod ad me attinet, consilia, quæ capiam, et animus, quocum incitabor, vestris moribus probabuntur. Bellum potest trahi ad commodum, aut celeriter potest terminari. Si trahendum est, vestram virtutem augebo, et vestram spem eadem disciplinâ quâ primo usus sum.

Quum consul militum eos quesitus sensisset, eos convocavit, et eos allocutus est ita: 'Vos audivistis, milites, quomodo nostræ res gestæ fuissent in Algido, exercitus ibi erat talis, qualis decet liberi populi esse. Quod ad me attinet, consilia, quæ capiam, et animus quocum movebor, a vestra honestate monstrabuntur. Bellum potest trahi commodo, aut potest celeriter terminari. Si tractum esset, augebo vestram virtutem, et vestras spes, eadem disciplina quam cepi primo.

Quum consul milites queri sensisset eos convocavit et eos ita allocutus est. 'Milites audivistis quomodo nostræ res in Algido gererentur exercitus ibi talis fuit qualis liberi populi esse esset. Quod ad me attinet consilia quæ capiam et animus qui mihi injicietur a vestris factis ostenduntur. Bellum ad commodum protrahi potest. Si protrahatur necesse sit vestram virtutem et vestram spem eadem disciplinâ augebo quâ primo usus sum.

Education Commission (Scotland).

STATISTICAL REPORT
ON THE
STATE OF EDUCATION IN THE LOWLAND
COUNTRY DISTRICTS OF SCOTLAND.

BY

LIEUT.-COL. C. F. MAXWELL, AND A. C. SELLAR, M.A.,

ASSISTANT-COMMISSIONERS APPOINTED BY THE ROYAL COMMISSION ON
EDUCATION IN SCOTLAND.

Presented to both Houses of Parliament by Command of Her Majesty.

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BY THOMAS CONSTABLE.

1866.

MY LORD DUKE, MY LORDS, AND GENTLEMEN,

We have the honour to lay before you the Statistical Results of our inquiries into the state of Education in the country districts of Scotland.

The information contained in the following Tables, considering the large number of parishes from which the information was obtained, and the various character of their respective populations, may be taken as a fair representation of the general educational state of the rural population of Scotland, exclusive of the Highlands and Islands.

According to the census of 1861, the population of these rural districts, excluding five Highland counties, half of Sutherland and Ross, and all towns with a population exceeding five thousand, amounts to 1,511,554; that of the parishes visited, to 209,741.

Seventeen counties were visited, and the returns are for 133 parishes, containing 484 day, and 15 evening schools.

The children in these parishes, between the ages of three and fifteen, amount to 60,124, but there being few infant schools in Scotland, the school age practically is between five and fifteen. The number between five and fifteen is 48,769.

When the schools were visited, it was found that on the various school-rolls there were 33,451; in actual attendance 26,971; and that there was school accommodation for 35,591 scholars.

In the schools, there were 638 teachers and assistants, 99 pupil-teachers, and 19 monitors.

Of the teachers and assistants, 212 held Government certificates, and of these, 174 were also trained in normal schools; 48 who were trained in normal schools held no certificates; and 378 were otherwise educated; while 23 had University degrees, of whom only 8 held certificates. It is remarkable that all the Mistresses who hold certificates were trained in Normal Schools.

The income of these schools appears to have been £31,160, 19s. 6d., and the expenditure £31,906, 15s. 1d., being about nineteen shillings per head.

There being in many schools no accurate record of the attendance, the teachers in those cases made the best estimate in their power; and though in a large proportion of the schools these numbers were given positively, still, from the uncertainty of a part, the totals can only be considered as an approximation.

It is further necessary to remark, that it has been thought advisable to give the amount of Privy Council grants for the year 1864, not from the Teachers' statements, but from the official return itself, the difference between the two being in many cases considerable, probably from a different period being taken. Where the official return is for more or less than twelve months, the amounts have been altered to suit that period.

As the Privy Council return does not specify the proportion paid to each of the masters, mistresses, and pupil teachers, it has been found impossible to arrive at the average incomes of teachers and others in those schools participating in the Parliamentary Grant for 1864.

In compiling these Statistics, Mr. Dingwall's services have been most valuable.

We have the honour to remain,

MY LORD DUKE, MY LORDS, AND GENTLEMEN,

Your most obedient Servants,

C. F. MAXWELL.

A. C. SELLAR.

ABSTRACT STATISTICS

OF

WEEK-DAY AND EVENING SCHOOLS IN THE LOWLAND COUNTRY DISTRICTS.

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STATISTICAL TABLES.

The undernoted are the particular Parishes or Registration Districts (130 Parochial, 1 *Quoad Sacra*, 1 Parliamentary, and 1 Burghal), to which the following Tables apply :—

REGISTRATION COUNTY.	PARISHES.	
	No.	
1. ABERDEEN, ...	16	Aboyne and Glentanner, Birse, Bourtie, Crathie and Braemar, Daviot, Drumblade, Fintray, Glenmuick, Tullich and Glengairn, Inch, Inverury, Keithhall, Kintore, Lumphanan, Methlic, Monymusk, and Strichen.
2. Ayr, ...	9	Colmonell, Colyton, Dalry, Kilbirnie, Maybole, Ochiltree, Stair, Straiton, and Tarbolton.
3. BERWICK, ...	7	Ayton, Chirnside, Eyemouth, Fogo, Foulden, Langton, and Mordington.
4. CAITHNESS, ...	4	Bower, Canisbay, Dunnet, and Olrig.
5. DUMFRIES, ...	15	Canonbie, Carlaverock, Dalton, Eskdalemuir, Ewes, Johnstone, Kirkmahoe, Kirkpatrick - Juxta, Middlebie, Mousewald, Ruthwell, Tinwald, Torthorwald, Wamphray, and Westerkirk.
6. EDINBURGH, ...	7	Borthwick, Carrington, Colinton, Liberton, Penicuik, Ratho, and Temple.
7. ELGIN, ...	5	Birnie, Kinloss, Rafford, Rothes, St. Andrews-Lhanbryd.
8. FIFE, ...	6	Anstruther-Easter (Burghal), Anstruther-Wester, Crail, Kilrenny, Pittenweem, and St. Monance.
9. KIRKCUDBRIGHT, ...	9	Anwoth, Corsock Bridge (<i>quoad sacra</i>), Dalbeattie, Kells, Kirkgunzion, New Abbey, Parton, and Urr.
10. LANARK, ...	4	Carlisle, Carmichael, Carstairs, and Pettinain.
11. NAIRN, ...	3	Ardclach, Auldearn, and Cawdor.
12. PEEBLES, ...	10	Drumzier, Eddleston, Innerleithen, Kirkurd, Lyne (excluding Meggat portion), Manor, Newlands, Stobo, Traquair, and Tweedsmuir.
13. PERTH, ...	13	Auchterarder, Dunning, Errol, Findo-Gask, Forteviot, Inchturk, Kilspindie, Kincardine-in-Menteith, Lecropt, Logie, Logierait, Tibbermore, and Trinity-Gask.
14. ROSS, ...	9	Edderton, Fearr, Killearnan, Kilmuir-Easter (excepting Balnagown Female School, for which complete statistics could not be got), Kiltarn, Knockbain, Logie-Easter, Tarbat, and Urray.
15. ROXBURGH, ...	6	Ancrum, Bowden, Lilliesleaf, Maxton, Melrose (excluding Ladhope or Galashiels portion), and St. Boswells.
16. STIRLING, ...	4	Airth, Fintry, Gargunnoch, and Larbert.
17. SUTHERLAND, ...	6	Dornoch, Farr (Kirkton), Lairg, Rogart, Strathay (Parliamentary), Tongue.
TOTAL, ...	133	

Schools in the Lowland Country Districts.

SCHOOLS.														
Parochial.	Side.	Parliamentary.	Non-Parochial.	Infants.	Boys and Girls.	Total.	Ratio to Scholars on Roll, 1 in	319 Non-Parochial and 1 Parliamentary.						
								Connected with Religious Denominations.					Undenominational and others.	Private Adventure.
								Church of Scotland.	Free Ch. of Scotland.	U. P. and other Presbyterian.	Episcopalian.	Roman Catholic.		
16	3	...	48	1	66	67	54.9	20	7	...	2	1	6	12
9	1	...	36	...	46	46	120.5	19	5	1	1	...	4	6
7	3	...	8	1	17	18	66.2	...	2	...	...	...	2	4
4	...	...	23	1	26	27	47.6	9	10	...	...	...	2	2
15	11	...	20	...	46	46	56.2	12	3	...	...	...	3	2
7	5	...	21	2	31	33	75.6	6	4	1	1	...	7	2
5	...	...	12	...	17	17	57.4	6	3	...	...	...	...	3
5	...	...	13	1	17	18	96.2	4	2	...	...	...	3	4
8	6	...	13	...	27	27	67.0	1	2	...	1	...	5	4
4	...	...	12	...	16	16	96.3	1	...	...	...	2	7	2
3	...	...	7	...	10	10	53.2	2	3	...	...	...	2	...
10	1	...	4	...	15	15	56.3	...	...	...	...	...	3	1
13	...	...	27	...	40	40	71.6	8	7	...	...	...	11	1
9	1	...	22	...	32	32	74.4	2	14	...	2	...	2	2
6	2	...	14	1	21	22	42.0	2	2	...	1	1	5	3
4	1	...	14	1	18	19	83.0	4	3	...	1	...	4	2
5	...	1	25	...	31	31	47.8	10	13	...	...	...	3	...
130	34	1	319	8	476	484	69.1	106	80	2	9	4	69	50

I. BY COUNTIES—ABSTRACT STATISTICS OF WEEK-DAY

TEACHERS.										
COUNTIES.	MALES.					FEMALES.				
	Masters.		Assistants.		Total.	Mistresses.		Assistants.		Total.
	Certificated.	Uncertificated.	Certificated.	Uncertificated.		Certificated.	Uncertificated.	Certificated.	Uncertificated.	
1. Aberdeen,.....	13	26	1	2	42	10	29	1	1	41
2. Ayr, ...	24	13	4	1	42	8	22	1	1	32
3. Berwick, ...	5	8	...	...	13	3	3	...	...	6
4. Caithness, ...	5	14	...	...	19	1	12	...	...	13
5. Dumfries,.....	11	25	1	4	41	2	15	...	2	19
6. Edinburgh, ...	8	12	1	1	22	7	15	...	2	24
7. Elgin, ...	2	8	...	...	10	1	8	...	...	9
8. Fife, ...	5	4	...	...	9	1	13	...	1	15
9. Kirkcudbright,	9	11	...	1	21	2	9	1	2	14
10. Lanark, ...	4	8	1	1	14	4	5	...	1	10
11. Nairn, ...	4	5	...	...	9	1	1	...	...	2
12. Peebles, ...	6	7	...	...	13	...	7	...	...	7
13. Perth, ...	21	11	...	2	34	3	21	...	1	25
14. Ross,.....	11	19	...	...	30	2	5	...	2	9
15. Roxburgh, ...	5	12	...	1	18	2	12	...	...	14
16. Stirling, ...	8	5	...	...	13	2	7	...	...	9
17. Sutherland, ...	9	17	...	...	26	2	11	...	...	13
Total visited,	150	205	8	13	376	51	195	3	13	262

Schools in the Lowland Country Districts—*continued.*

TEACHERS.													
Those trained in Normal Schools, holding Certificates, or having University Degrees.							Pupil Teachers paid by Government.	Monitors paid.	Total Teachers and Monitors.	Ratio Teachers to Scholars.		Retired Masters or Mistresses receiving retiring allowances.	
Trained at N. S. but not certified.	Certificated.		University Deg.	Total.	On Roll, 1 to	Attendance, 1 to				No.	Amount.		
	Also at N. S.	but not at N. S.											
M.	F.	M.	F.	M.									
1	...	9	11	{ 1 12 } 4 *4 }	38	5	...	88	41·8	33·3	3	£81 0 0	
2	...	25	9	3	...	39	32	5	111	49·9	39·8	2	70 0 0
...	...	3	3	2	...	8	3	...	22	54·2	45·9	1	25 0 0
7	...	5	1	...	...	13	2	...	34	37·9	28·6	...	.....
2	...	9	2	{ 2 ... } 1 *1 }	16	2	1	63	41·0	31·6	4	87 0 0	
4	2	9	7	...	...	22	10	1	57	43·8	37·4	3	140 0 0
...	...	1	1	{ ... 3 } 1 *1 }	6	1	...	20	48·8	42·7	...	.....	
...	1	3	1	2	...	7	4	3	31	55·9	44·2	2	62 0 0
2	...	7	3	2	...	14	4	1	40	45·2	37·4	2	45 0 0
...	1	3	4	2	...	10	4	1	29	53·1	44·5	...	.....
1	...	2	1	2	...	6	...	...	11	48·3	39·0	1	40 0 0
...	...	5	...	1	...	6	1	...	21	40·2	34·4	2	60 0 0
...	2	16	3	5	...	26	13	...	72	39·8	30·7	3	87 0 0
5	...	{ 5 2 4 ... } 2 ... *2 }	...	...	...	18	8	4	51	46·7	36·0	2	46 13 4
3	1	2	2	3	...	11	...	1	33	28·0	25·4	2	40 0 0
4	2	5	2	8	...	16	7	2	31	50·9	41·1	...	.....
8	...	9	2	...	...	19	3	...	42	35·2	28·1	...	.....
39	9	{ 118 54 32 15 } 2 ... *2 } 6 *6 }	...	...	...	275	99	19	756	44·2	35·6	27	£783 13 4
		120	54	38	23								

* Those marked with an asterisk are also certificated.

I. BY COUNTIES—ABSTRACT STATISTICS OF WEEK-DAY

COUNTIES.	SCHOLARS.					
	ON THE ROLL.					
	Boys.	Girls.	Total.	Ratio—Scholars to		
				Popula- tion. 1 in	Children. 3 and under 15. 1 in	5 and under 15. 1 in
1. Aberdeen, ...	2,044	1,633	3,677	6·1	1·7	1·4
2. Ayr, ...	2,931	2,613	5,544	6·1	1·8	1·5
3. Berwick, ...	639	554	1,193	6·0	1·7	1·4
4. Caithness, ...	688	599	1,287	6·5	1·8	1·5
5. Dumfries, ...	1,416	1,171	2,587	6·5	1·9	1·6
6. Edinburgh, ...	1,312	1,185	2,497	6·0	1·7	1·4
7. Elgin, ...	585	391	976	6·7	2·0	1·6
8. Fife, ...	872	860	1,732	5·3	1·5	1·2
9. Kirkcudbright, ...	979	831	1,810	5·7	1·5	1·5
10. Lanark, ...	818	724	1,542	5·7	1·8	1·5
11. Nairn, ...	324	208	532	7·3	1·7	1·5
12. Peebles, ...	452	393	845	6·9	1·9	1·6
13. Perth, ...	1,514	1,350	2,864	7·2	1·9	1·6
14. Ross, ...	1,307	1,074	2,381	6·5	1·7	1·4
15. Roxburgh, ...	516	408	924	8·7	2·4	1·10
16. Stirling, ...	723	855	1,578	4·8	1·4	1·2
17. Sutherland, ...	750	732	1,482	6·4	1·6	1·4
Total visited, ...	17,870	15,581	33,451	6·3	1·8	1·5

Schools in the Lowland Country Districts—*continued.*

SCHOLARS.											
IN ACTUAL ATTENDANCE.						Scholars in the Parochial Schools who have gone to any University in each of the years					
Boys.	Girls.	Total.	Ratio—Scholars to								
			Popula- tion. 1 in	Children.							
				3 and under 15. 1 in	5 and under 15. 1 in						
						1860	1861	1862	1863	1864	Total.
1,620	1,311	2,931	7·7	2·2	1·8	*8	7	10	3	3	31
2,340	2,079	4,419	7·7	2·4	1·9	8	3	2	5	5	18
556	454	1,010	7·1	2·0	1·6	1	1	...	...	...	2
559	414	973	8·6	2·4	1·9	...	...	...	...	...	...
1,090	900	1,990	8·5	2·5	2·0	4	4	6	7	3	24
1,135	999	2,134	7·0	2·0	1·6	...	...	...	...	1	1
519	336	855	7·6	2·3	1·9	2	1	3	1	...	7
693	677	1,370	6·8	1·9	1·5	...	...	...	1	...	1
799	699	1,498	6·9	1·9	1·6	6	2	1	...	2	11
705	586	1,291	6·8	2·2	1·7	5	1	2	...	2	10
261	169	430	9·0	2·2	1·8	...	...	...	...	...	...
393	330	723	8·0	2·3	1·9	...	1	...	...	1	2
1,182	1,027	2,209	9·4	2·5	2·0	2	1	2	...	1	6
969	872	1,841	8·4	2·3	1·8	1	...	1	1	...	3
475	364	839	9·6	2·7	2·2	4	...	1	...	...	5
593	684	1,277	6·0	1·7	1·4	1	...	...	1	2	4
624	557	1,181	8·0	2·1	1·8	1	...	...	1	...	2
14,513	12,458	26,971	7·8	2·2	1·8	*38	21	28	20	20	127

* Includes 1 from a Side School.

I. BY COUNTIES—ABSTRACT STATISTICS OF WEEK-DAY

COUNTIES.	AGES OF SCHOLARS									
	IN ACTUAL ATTENDANCE WHEN THE TEACHERS' RETURNS WERE MADE.									
	Under 3 years.		From 3 to 6 inclusive.		Above 6 and not more than 7.		Above 7 and not more than 8.		Above 8 and not more than 9.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
1. Aberdeen, ...	3	...	281	219	199	193	195	168	219	194
2. Ayr, ...	2	5	275	241	322	280	348	331	332	298
3. Berwick, ...	1	...	121	144	65	56	63	53	65	51
4. Caithness, ...	2	4	83	54	43	59	79	60	68	50
5. Dumfries, ...	5	3	143	131	150	129	149	149	136	129
6. Edinburgh, ...	2	2	159	147	125	117	131	129	158	145
7. Elgin, ...	1	...	80	63	51	46	50	53	49	38
8. Fife, ...	9	16	121	152	95	105	89	90	91	77
9. Kirkcudbright, ...	...	1	93	95	75	88	98	77	99	93
10. Lanark, ...	...	...	78	76	71	79	97	82	94	83
11. Nairn, ...	...	...	38	32	30	18	28	23	18	25
12. Peebles, ...	...	...	43	42	57	42	45	38	56	43
13. Perth, ...	1	...	186	183	169	145	160	137	162	139
14. Ross, ...	1	3	123	126	113	104	111	92	104	118
15. Roxburgh, ...	...	...	62	45	58	48	76	53	62	67
16. Stirling, ...	...	...	159	156	95	92	81	85	71	79
17. Sutherland, ...	...	2	92	71	76	76	72	63	64	83
Total visited, ...	27	36	2137	1977	1794	1677	1872	1683	1848	1712

Schools in the Lowland Country Districts—*continued*.

AGES OF SCHOLARS															
IN ACTUAL ATTENDANCE WHEN THE TEACHERS' RETURNS WERE MADE.															
Above 9 and not more than 10.		Above 10 and not more than 11.		Above 11 and not more than 12.		Above 12 and not more than 13.		Above 13 and not more than 14.		Above 14 and not more than 15.		Above 15 and not more than 16.		Above 16.	
B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
190	156	167	120	116	106	104	57	53	46	35	26	29	16	29	10
304	289	267	244	197	171	131	101	78	70	54	29	19	16	11	4
69	47	53	44	63	22	23	20	18	14	12	3	3	...	...	...
71	58	61	36	45	32	29	21	31	14	20	10	13	5	14	11
148	123	102	97	103	56	65	38	55	27	19	11	10	6	5	1
151	116	132	126	98	92	92	62	47	35	30	18	7	7	3	3
69	44	57	30	58	23	26	12	28	8	21	12	13	2	16	5
83	71	63	62	59	51	46	24	28	15	8	6	1	2	..	6
105	82	98	81	76	66	70	58	51	41	15	12	14	4	5	1
112	95	95	72	59	51	49	30	21	14	19	2	6	2	4	...
30	16	27	20	29	13	17	11	21	6	10	3	3	2	10	...
55	52	60	44	30	32	21	30	16	6	7	...	1	1	2	...
164	123	110	103	88	80	68	62	45	26	19	18	10	10	...	1
117	92	90	87	97	82	67	62	54	47	45	40	28	11	19	8
68	52	57	42	37	34	31	10	17	9	6	4	1	...	...	...
61	73	60	55	25	46	23	39	10	30	4	17	2	9	2	3
68	59	66	51	48	34	43	37	33	22	33	21	18	23	11	15
1865	1548	1565	1314	1228	991	905	674	606	430	357	232	178	116	131	68

I. BY COUNTIES—ABSTRACT STATISTICS OF WEEK-DAY

COUNTIES.	BRANCHES.					
	SCHOLARS ON THE ROLL LEARNING					
	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.
1. Aberdeen, ...	3,208	3,665	2,504	2,059	772	110
2. Ayr, ...	4,058	5,348	3,478	3,251	1259	236
3. Berwick,.....	1,044	1,193	760	656	217	10
4. Caithness, ...	1,167	1,282	755	575	166	32
5. Dumfries, ...	2,254	2,585	1,703	1,295	382	96
6. Edinburgh, ...	2,151	2,483	1,749	1,551	773	202
7. Elgin, ...	804	973	605	473	179	21
8. Fife, ...	1,390	1,646	983	908	286	37
9. Kirkcudbright, ...	1,421	1,770	1,138	1,132	361	133
10. Lanark, ...	1,215	1,459	978	859	265	4
11. Nairn,.....	419	515	387	368	99	...
12. Peebles, ...	642	844	578	496	137	58
13. Perth, ...	2,279	2,854	2,050	1,899	704	69
14. Ross, ...	1,920	2,337	1,534	1,285	360	75
15. Roxburgh, ...	718	903	617	464	225	28
16. Stirling, ...	1,241	1,532	931	849	256	110
17. Sutherland, ...	1,120	1,414	1,002	851	297	117
Total visited, ...	27,051	32,803	21,752	18,971	6738	1338

Schools in the Lowland Country Districts—*continued*.

BRANCHES.												
SCHOLARS ON THE ROLL LEARNING												
Geography.	English Grammar.	English History.	Latin.	Greek.	Gaelic (Logierat Endowed).	Modern Languages.	Mechanics.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
1,567	1462	425	146	15	...	41	37	66	57	64	603	97
1,597	1439	525	148	14	...	97	2	45	60	6	1149	235
261	236	86	19	...	...	13	...	3	2	...	95	22
339	326	195	30	2	...	6	...	12	18	12	149	...
953	753	208	99	22	...	81	11	24	55	47	149	64
989	875	425	68	5	...	35	12	38	23	12	769	199
299	277	45	36	3	...	4	...	11	8	...	157	...
451	369	122	73	2	..	41	...	12	11	...	10	9
679	539	372	65	4	...	25	...	19	10	2	199	86
400	344	121	56	2	...	22	...	27	21	...	5	46
202	184	75	9	...	...	3	...	5	3	...	...	44
301	282	68	15	...	...	8	...	2	1	12	60	6
1,089	1074	423	94	8	33	39	...	39	51	70	211	109
628	666	333	63	3	...	4	18	32	47	36	502	35
275	272	95	20	...	...	18	...	5	1	16	104	31
476	369	141	24	2	...	18	...	4	7	42	63	20
508	457	156	53	3	...	24	2	24	24	...	100	36
11,034	9924	3815	1018	85	33	479	82	368	399	319	4325	1039

I. BY COUNTIES—CENTESIMAL PROPORTIONS OF ABSTRACT STATISTICS.

COUNTIES.	Scholars on Roll.	BRANCHES.					
		CENTESIMAL PROPORTION OF SCHOLARS ON THE ROLL LEARNING					
		Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.
Aberdeen, ...	3,677	87·2	99·7	68·1	56·0	21·0	3·0
Ayr, ...	5,544	73·2	96·5	62·7	58·6	22·7	4·3
Berwick, ...	1,193	87·5	100·0	63·7	55·0	18·2	0·8
Caithness, ...	1,287	90·7	99·6	58·6	44·7	12·9	2·5
Dumfries, ...	2,587	87·1	99·9	65·8	50·1	14·7	3·7
Edinburgh, ...	2,497	86·1	99·4	70·0	62·1	31·0	8·1
Elgin, ...	976	82·4	99·7	62·0	48·5	18·3	2·2
Fife, ...	1,732	80·3	95·0	56·8	52·4	16·5	2·1
Kirkcudbright, ...	1,810	78·5	97·8	62·9	62·5	19·9	7·3
Lanark, ...	1,542	78·8	94·6	63·4	55·7	1·72	0·3
Nairn, ...	532	78·8	96·8	72·7	69·2	18·6	...
Peebles, ...	845	76·0	99·9	68·4	58·7	16·2	6·9
Perth, ...	2,864	79·6	99·7	71·6	66·3	24·6	2·4
Ross, ...	2,381	80·6	98·2	64·4	54·0	15·1	3·1
Roxburgh, ...	924	77·7	97·7	66·8	50·2	24·4	3·0
Stirling, ...	1,578	78·6	97·1	59·0	53·8	16·2	7·0
Sutherland, ...	1,482	75·6	95·4	67·6	57·4	20·0	7·9
	33,451	80·9	98·1	65·0	56·7	20·1	4·0

WEEK-DAY Schools in the Lowland Country Districts—*continued.*

BRANCHES.												
CENTESIMAL PROPORTION OF SCHOLARS ON THE ROLL LEARNING												
Geography.	English Grammar.	English History.	Latin.	Greek.	Gaelic.	Modern Languages.	Mechanics.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
42.6	39.8	11.6	4.0	0.4	...	1.1	1.0	1.8	1.6	1.7	16.4	2.6
28.8	26.0	9.5	2.7	0.3	...	1.7	...	0.8	1.1	0.1	20.7	4.2
21.9	19.8	7.2	1.6	...	...	1.1	...	0.3	0.2	...	8.0	1.8
26.4	25.3	15.1	2.3	0.2	...	0.5	...	0.9	1.4	0.9	11.6	...
36.8	29.1	8.0	3.8	0.9	...	3.1	0.4	0.9	2.1	1.8	5.8	2.5
39.6	35.0	17.0	2.7	0.2	...	1.4	0.5	1.5	0.9	0.5	30.8	8.0
30.6	28.4	4.6	3.7	0.3	...	0.4	...	1.1	0.8	...	16.1	...
26.0	21.3	7.0	4.2	0.1	...	2.4	...	0.7	0.6	...	0.6	0.5
37.5	29.8	20.5	3.6	0.2	...	1.4	...	1.1	0.6	0.1	11.0	4.8
25.9	22.3	7.8	3.6	0.1	...	1.4	...	1.7	1.4	...	0.3	8.0
38.0	34.6	14.1	1.7	...	...	0.6	...	0.9	0.6	...	...	8.3
35.6	33.4	8.0	1.8	...	...	0.9	...	0.2	0.1	1.4	7.1	0.7
38.0	37.5	14.8	3.3	0.3	1.2	1.4	...	1.4	1.8	2.4	7.4	3.8
26.4	28.0	14.0	2.6	0.1	...	0.2	0.8	1.3	2.0	1.5	21.1	1.5
29.8	29.4	10.3	2.2	...	...	1.9	...	0.5	0.1	1.7	11.3	3.4
30.2	23.4	8.9	1.5	0.1	...	1.1	...	0.3	0.4	2.7	4.0	1.3
35.6	30.8	10.5	3.6	0.2	...	1.6	0.1	1.6	1.6	...	6.7	2.4
33.0	29.7	11.4	3.0	0.2	0.1	1.4	0.2	1.1	1.2	1.0	12.9	3.1

I. BY COUNTIES—ABSTRACT STATISTICS OF WEEK-DAY

COUNTIES.	ANNUAL INCOME AND EXPENDITURE, EXCLUDING ANNUAL VALUE OF PREMISES.											
	TOTAL INCOME OF THE SCHOOLS FOR THE LAST YEAR.											
	Salary paid by Heritors.			Endowments.			Parliamentary Grants, per Official Return 1864.			Grants from Trustees of any Bequest.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
1. Aberdeen, ...	830	0	0	165	16	6	396	2	4	788	8	4
2. Ayr, ...	489	0	0	48	15	0	1240	13	10	151	0	0
3. Berwick, ...	441	0	0	15	7	5	335	6	8	.....		
4. Caithness, ...	195	0	0	....			158	5	0	13	0	0
5. Dumfries, ...	945	3	3	22	5	2	172	2	9	155	6	7
6. Edinburgh, ...	436	19	2	64	3	4	433	16	8	22	9	5
7. Elgin, ...	267	10	0	1	6	0	83	11	1	161	10	0
8. Fife, ...	230	0	0	.....			181	4	2	21	0	0
9. Kirkcudbright, ...	492	0	0	28	2	0	277	19	5	66	15	0
10. Lanark, ...	232	10	0	1	14	0	89	10	0	33	0	0
11. Nairn, ...	155	0	0	102	5	0	86	18	4	5	0	0
12. Peebles, ...	516	10	0	5	0	0	65	13	4	.....		
13. Perth, ...	688	0	0	139	1	0	794	16	5	10	0	0
14. Ross, ...	442	0	0	.....			333	8	4	29	0	0
15. Roxburgh, ...	345	0	0	13	12	6	77	10	0	7	7	6
16. Stirling, ...	217	0	0	50	0	0	416	13	4	6	0	0
17. Sutherland, ...	232	0	0	.....			278	13	10	28	0	0
Total, ...	7154	12	5	657	7	11	5422	5	6	1497	16	10

Schools in the Lowland Country Districts—*continued*.

ANNUAL INCOME AND EXPENDITURE.					
TOTAL INCOME OF SCHOOLS FOR THE LAST YEAR.			INCOME OF TEACHERS.	EXPENDITURE OF THE SCHOOLS.	
School Fees.	Voluntary Subscriptions and other sources.	Gross Income.	Total, including Parliamentary Grants per Official Return, which Return includes allow- ances to Assistants and Pupil Teachers.	Estimated Annual Expenditure.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1,322 2 8	610 9 10	4,112 19 8	4,091 12 11	4,215 7 3	
1,777 18 8	650 15 0	4,358 2 6	4,356 18 6	4,472 8 6	
444 6 11	78 4 0	1,314 5 0	1,301 1 0	1,332 4 3	
209 13 2	341 2 0	917 0 2	915 15 2	928 3 9	
852 4 11	258 4 3	2,405 6 11	2,401 1 5	2,463 12 9	
1,018 18 10	398 5 1	2,374 12 6	2,374 12 6	2,465 2 2	
299 5 8	152 8 6	965 11 3	957 11 3	991 4 8	
671 2 2	145 2 6	1,248 8 10	1,248 8 10	1,282 15 10	
591 11 11	293 19 7	1,750 7 11	1,744 17 11	1,810 13 0	
656 11 9	282 1 5	1,295 7 2	1,254 14 11	1,323 9 10	
143 14 5	140 19 4	633 17 1	630 1 7	635 2 1	
334 0 0	73 10 0	994 13 4	994 13 4	1,032 3 10	
988 3 1	487 7 2	3,107 7 8	3,027 6 11	3,121 12 11	
428 3 6	417 15 6	1,650 7 4	1,631 3 10	1,689 10 0	
547 6 4	272 0 1	1,262 16 5	1,251 1 5	1,284 17 6	
567 14 2	198 3 5	1,455 10 11	1,455 10 11	1,525 12 11	
187 18 9	587 12 3	1,314 4 10	1,309 14 10	1,332 13 10	
11,040 16 11	5387 19 11	31,160 19 6	30,946 7 3	31,906 15 1	

I. BY COUNTIES—ABSTRACT STATISTICS of WEEK-DAY

COUNTIES.	WEEKLY SCHOOL FEES.													
	Scholars Paying each Week—													
	Absolutely.	Nothing				One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.	Fivepence and less than Sixpence.	Sixpence.	Above Sixpence.	Schools in which the Rate of Fees has been raised.	
		Paid for by Milne Bequest.	By Endowments and General Bequests.	By Rate on Ironworkers and Colliers.	By Gaelic School Society.									
1. Aberdeen, ...	165	377	125	...	...	227	1,128	1,001	575	112	12	15	3	
2. Ayr, ...	181	...	...	552	...	490	1,395	2,232	550	108	25	11	...	
3. Berwick, ...	51	...	...	...	...	388	197	316	210	19	...	12	...	
4. Caithness, ...	17	...	...	...	...	672	436	117	37	8	...	...	2	
5. Dumfries, ...	27	...	147	...	...	193	1,240	764	150	50	3	13	3	
6. Edinburgh, ...	13	...	99	...	...	45	726	925	466	163	30	30	1	
7. Elgin, ...	19	...	...	...	...	204	407	299	20	23	2	2	...	
8. Fife, ...	61	...	...	...	...	182	474	566	279	87	36	47	...	
9. Kirkcudbright,	30	...	...	...	...	208	847	562	109	28	9	17	1	
10. Lanark, ...	85	...	...	228	...	73	469	483	146	7	14	37	1	
11. Nairn, ...	35	...	...	...	...	99	187	169	32	10	...	...	...	
12. Peebles, ...	5	...	...	...	...	...	212	528	97	1	2	...	2	
13. Perth, ...	84	...	94	...	...	72	1,009	1,069	411	99	5	21	2	
14. Ross, ...	364	...	100	...	71	653	787	298	62	30	16	...	1	
15. Roxburgh, ...	41	...	...	...	...	34	304	301	209	20	2	13	4	
16. Stirling, ...	20	...	...	...	...	134	574	644	171	26	6	3	...	
17. Sutherland, ...	645	...	...	...	...	432	256	120	18	7	4	...	1	
Total visited,	1783	377	565	780	71	4106	10,648	10,394	3542	798	166	221	21	

Schools in the Lowland Country Districts—*continued*.

Scholars.	CENTESIMAL PROPORTIONS OF WEEKLY SCHOOL FEES.											
	Scholars Paying each Week—											
	Nothing.					One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.	Fivepence and less than Sixpence.	Sixpence.	Above Sixpence.
	Absolutely.	Paid for by Milne Bequest.	By Endowments and General Bequests.	By Rate on Ironworkers and Colliers.	By Gaelic School Society.							
3677	2·9	10·2	3·4	...	...	6·2	30·7	27·3	15·6	3·0	0·3	0·4
5544	3·2	...	...	9·9	...	8·9	25·2	40·3	9·9	1·9	0·5	0·2
1193	4·3	...	...	...	...	32·6	16·6	26·5	17·6	1·5	...	0·9
1287	1·3	...	...	...	...	52·3	33·9	9·0	2·9	0·6	...	...
2587	1·0	...	5·7	...	...	7·5	47·9	29·6	5·8	1·9	0·1	0·5
2497	0·5	...	4·0	...	...	1·3	29·0	37·0	18·7	6·6	1·2	1·2
976	2·0	...	...	...	...	20·9	41·7	30·6	2·1	2·3	0·2	0·2
1732	3·5	...	...	...	...	10·5	27·4	32·7	16·1	5·0	2·1	2·7
1810	1·7	...	...	...	...	11·5	46·8	31·0	6·0	1·6	0·5	0·9
1542	5·5	...	...	14·8	...	4·7	30·4	31·3	9·5	0·5	0·9	2·4
532	6·6	...	...	...	...	18·6	35·1	31·8	6·0	1·9	...	...
845	0·6	...	...	...	...	...	25·1	62·5	11·5	0·1	0·2	...
2864	2·9	...	3·3	...	...	2·5	35·2	37·3	14·4	3·5	0·1	0·8
2381	15·3	...	4·2	...	3·0	27·5	33·1	12·1	2·7	1·4	0·7	...
924	4·4	...	...	...	...	3·7	32·9	32·6	22·6	2·2	0·2	1·4
1578	1·2	...	...	...	...	8·5	36·4	40·8	10·9	1·6	0·4	0·2
1482	43·3	...	...	...	...	29·2	17·3	8·1	1·3	0·5	0·3	...
33,451	5·3	1·1	1·7	2·3	0·2	12·3	31·9	31·1	10·5	2·4	0·5	0·7

I. BY COUNTIES—ABSTRACT STATISTICS of WEEK-DAY Schools—*continued.*

COUNTIES.	ATTENDANCE OF SCHOLARS.																	
	(61 per cent. of the Returns under this Head are given as precise figures; 39 per cent. are estimates by Teachers.) SCHOLARS who have attended School during 176 whole days in each of the years				(79 per cent. of Returns under this Head are given as precise figures; 21 per cent. are estimates by the Teachers.) SCHOLARS on the Roll who attended during the past year												Estimated maximum average period of attendance, calculated from ages, on the footing that each scholar may have regularly attended from 5 years of age.	
					Less than 50 days.		50 days and less than 100.		100 days and less than 150.		150 days and less than 200.		Above 200 days.					
Years.																		
Aber.,...	1,966	2,010	2,083	2,098	295	245	372	278	377	299	562	402	438	409	4·5	4·2		
Ayr, ...	2,315	2,380	2,555	2,718	548	523	380	344	555	457	656	531	792	708	4·5	4·4		
Berwick,	604	694	680	714	117	89	123	110	114	109	118	111	167	135	4·1	3·5		
Caith.,	729	717	710	695	122	133	137	117	133	120	152	129	144	100	4·8	4·5		
Dum.,...	1,751	1,837	1,855	1,881	138	146	167	190	258	157	317	251	536	427	4·5	4·1		
Edin.,...	1,534	1,619	1,752	1,784	143	138	186	154	174	190	260	231	549	472	4·6	4·4		
Elgin,...	577	583	607	612	86	62	128	81	119	81	183	111	69	56	5·1	4·2		
Fife, ...	976	1,019	1,031	1,114	75	116	102	129	122	148	209	141	364	326	4·1	3·7		
Kirk,...	1,125	1,108	1,145	1,189	98	117	133	98	141	127	296	195	311	294	5·0	4·6		
Lanark,	912	950	1,027	1,122	79	71	108	89	90	76	102	113	439	375	4·7	4·2		
Nairn,...	171	164	170	177	63	54	69	47	74	45	72	42	46	20	5·2	4·3		
Peebles,	509	561	563	587	41	54	48	46	62	47	80	65	221	181	4·5	4·4		
Perth,...	1,658	1,659	1,566	1,659	130	135	241	230	329	291	420	351	394	343	4·2	4·1		
Ross, ...	1,286	1,317	1,406	1,415	212	170	228	162	259	210	278	223	330	309	5·1	4·8		
Roxbur.,	794	812	812	882	51	54	64	55	51	54	106	73	244	172	4·4	4·2		
Stirling,	780	815	810	827	129	144	95	130	141	170	168	179	190	232	3·5	4·1		
Suther.,	864	884	938	954	131	155	140	143	154	143	157	116	168	175	5·0	4·9		
Tot. vis.,	18,551	19,129	19,710	20,428	2458	2406	2721	2403	3153	2724	4136	3314	5402	4734	4·5	4·3		

II. By CLASSIFICATION—ABSTRACT STATISTICS OF WEEK-DAY SCHOOLS in the Lowland Country Districts.

DESCRIPTION OF SCHOOL.	SCHOOLS.										SCHOOL BUILDINGS.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
	Counties.	Parishes (including 1 Quoad Sacra, 1 Parliamentary and 1 Burghal).	Number of Counties in which the classes of schools are situated.	Parochial.	Side.	Parliamentary.	Non-Parochial.	Infants.	Boys and Girls.	Total.	Ratio—Schools to Scholars on Roll. 1 to	319 Non-Parochial and 1 Parliamentary.						Accommodation.				Enlarged.	Rectified.	Enlarged.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
												Church of Scotland.	U. P. and other Presbyterians.	Episcopalians.	Roman Catholic.	Undenominational and others.	Private Adventure.	Actual superficial area for each.	On Roll.	In Attendance.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
1. Parochial, ...	17	130	130	130	34	...	...	...	130	130	83·6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...</

II. By CLASSIFICATION--ABSTRACT STATISTICS OF WEEK-DAY Schools in the Lowland Country Districts--continued.

Description of School.	TEACHERS.										SCHOLARS.																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
	MALES.					FEMALES.					Those trained in Normal Schools, holding Certificates, or having University Degrees.	Retired Masters or Mtrs. On Roll, 1 to	No. of allowances.	Amount.	ON THE ROLLS.			IN ACTUAL ATTENDANCE.																																																																																																																																																																																																																																																																																																																																																																																																																																																										
	Masters.		Assist.		Total.	M. F.	M. F.	M. F.	M. F.	M. F.					M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	

* Those marked with an asterisk are also certificated.

II. By CLASSIFICATION—ABSTRACT STATISTICS of WEEK-DAY Schools in the Lowland Country Districts—continued.

DESCRIPTION OF SCHOOL.	Total.		AGES OF SCHOLARS.																									
	Boys.	Girls.	IN ACTUAL ATTENDANCE WHEN THE TEACHERS' RETURNS WERE MADE.																									
			Under 3 years.	From 3 to 6 inclusive.		Above 6 and not more than 7.		Above 7 and not more than 8.		Above 8 and not more than 9.		Above 9 and not more than 10.		Above 10 and not more than 11.		Above 11 and not more than 12.		Above 12 and not more than 13.		Above 13 and not more than 14.		Above 14 and not more than 15.		Above 15 and not more than 16.		Above 16.		
				B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
1. Parochial, ...	5,558	3,184	2	...	547	364	562	396	654	425	719	485	787	460	664	368	570	298	447	183	285	108	167	59	93	26	61	14
2. Side, ...	675	885	...	...	130	183	75	105	100	122	68	122	101	95	78	101	55	66	30	37	18	34	13	12	2	7	5	1
3. General Assembly, ...	918	736	...	...	123	106	135	140	123	121	130	117	116	84	112	51	67	52	42	29	38	16	21	14	7	2	4	4
4. Christian Know. Soc.,	221	239	...	...	61	54	24	31	22	14	32	33	31	37	16	12	13	17	10	9	5	3	4	13	2	8	1	8
5. Free Church, ...	2,597	1,961	2	6	325	257	305	231	332	271	319	267	322	235	273	223	217	179	181	126	132	85	95	47	52	23	42	11
6. Episcopalian, ...	325	235	...	...	31	24	43	35	42	36	47	30	35	31	34	21	32	24	22	15	17	12	9	4	6	3	7	...
7. Roman Catholic, ...	65	73	2	...	15	19	8	12	14	7	8	14	2	8	11	8	4	1	1	4	...	...	...	...	...	...	...	...
8. Subscription, ...	2,101	2,185	2	2	351	368	313	293	289	320	293	293	295	299	199	255	142	146	103	95	64	64	33	33	13	9	4	8
9. Infant, ...	258	295	11	21	163	167	46	54	19	32	5	14	5	6	7	1	1	...	1	...	...	...	...	...	...	...	...	...
10. Endowed, ...	283	282	5	3	37	48	39	43	38	24	42	35	28	28	38	36	21	29	16	20	14	10	2	3	1	...	2	3
11. Proprietary, ...	542	1,239	...	1	143	161	84	155	98	140	66	154	42	150	40	144	32	109	15	98	12	65	7	28	...	28	3	6
12. Adventure, ...	663	927	3	2	156	194	122	155	105	142	77	114	68	94	62	77	42	53	11	37	11	26	5	10	...	10	1	13
13. Miscellaneous, ...	307	217	...	1	55	32	38	27	36	29	42	36	33	21	31	17	32	17	26	21	10	7	1	9	2	...	1	...
Total, ...	14,531	12,458	27	36	2137	1977	1794	1677	1872	1683	1848	1712	1865	1548	1565	1314	1228	991	905	674	606	430	357	232	178	116	131	68
Centesimal Proportions,	100.0	100.0	0.2	0.3	14.6	15.8	12.4	13.5	12.8	13.6	12.7	13.8	12.7	12.5	10.8	10.5	9.0	8.0	6.2	5.4	4.1	3.4	2.4	1.8	1.2	0.9	0.9	0.5

II. By CLASSIFICATION--ABSTRACT STATISTICS of WEEK-DAY Schools in the Lowland Country Districts--continued.

DESCRIPTION OF SCHOOL.	Total on Roll.	SCHOLARS ON THE ROLL LEARNING—																		
		Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Gaelic.	Modern Languages.	Mechanics.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
1. Parochial,.....	10,865	9,154	10,836	7,763	6,773	1,230	217	4,601	4,183	1,372	571	69	...	298	62	208	213	192	1,705	451
2. Side,.....	1,957	1,586	1,941	1,263	1,060	403	153	598	504	140	26	1	...	16	...	4	8	10	295	27
3. General Assembly,.....	2,081	1,507	2,040	1,233	1,172	395	47	632	572	130	45	1	...	18	...	-22	23	6	253	95
4. Christian Knowl. Soc.,.....	564	421	552	315	214	111	...	149	137	78	5	...	...	15	...	1	3	...	35	9
5. Free Church,.....	5,459	4,422	5,236	3,548	3,498	1,093	240	1,983	1,838	923	239	11	...	52	14	95	107	40	1,155	105
6. Episcopalian,.....	716	716	700	623	592	227	49	256	220	135	5	...	...	...	...	2	4	12	50	7
7. Roman Catholic,.....	236	173	194	181	167	48	...	115	100	46	...	...	...	...	...	...	...	...	...	...
8. Subscription,.....	5,320	3,951	5,218	3,275	2,986	1,506	231	1,309	1,096	393	88	2	...	41	1	14	21	24	734	205
9. Infant,.....	733	647	640	191	201	55	8	24	6	4	...	...	...	...	...	...	...	...	...	...
10. Endowed,.....	750	619	727	493	401	159	10	332	304	157	13	1	...	...	4	15	9	35	23	34
11. Proprietary,.....	2,186	1,876	2,148	1,412	1,159	1,199	247	699	615	280	5	...	...	7	...	5	...	...	45	18
12. Adventure,.....	1,959	1,539	1,946	765	400	445	136	194	195	90	7	...	...	7	...	...	...	...	10	28
13. Miscellaneous,.....	625	440	625	390	348	67	...	142	134	67	14	...	...	5	...	2	6	...	20	...
Total,.....	33,451	27,051	32,803	21,752	18,971	6,738	1,338	11,034	9,924	3,815	1,018	85	33	479	82	308	399	319	4,325	1,039
Centesimal proportions,	100.0	80.9	98.1	65.0	56.7	20.1	4.0	33.0	29.7	11.4	3.0	0.2	0.1	1.4	0.2	1.1	1.2	1.0	12.9	3.1

II. By CLASSIFICATION—ABSTRACT STATISTICS of WEEK-DAY Schools in the Lowland Country Districts—continued.

CENTESIMAL PROPORTION OF SCHOLARS ON THE ROLL LEARNING—																				
BRANCHES.																				
DESCRIPTION OF SCHOOL.	CENTESIMAL PROPORTION OF SCHOLARS ON THE ROLL LEARNING—																			
	Scholars.	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English Grammar.	English History.	Latin.	Greek.	Gaelic.	Modern Languages.	Mechanics.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	Drawing.
1. Parochial,.....	10,865	84.3	99.7	71.5	62.3	11.3	2.0	42.3	38.5	12.6	5.3	0.6	...	2.7	0.9	1.9	2.0	1.8	15.7	4.2
2. Side,.....	1,957	81.0	99.2	64.5	54.2	20.6	7.8	30.6	25.7	7.2	1.3	0.1	...	0.8	...	0.2	0.4	0.5	15.1	1.4
3. General Assembly, ...	2,081	72.4	98.0	59.2	56.3	19.0	2.3	30.4	27.5	6.2	2.2	...	...	0.9	...	1.1	1.1	0.3	12.2	4.6
4. Christian Know. Soc., ..	564	74.7	97.9	55.9	38.0	19.7	.....	26.4	24.3	13.8	0.9	...	...	2.7	...	...	0.5	...	6.2	1.6
5. Free Church, ...	5,459	81.0	95.9	70.5	64.1	20.1	4.4	36.3	34.0	16.9	4.4	0.2	...	1.0	0.3	1.7	2.0	0.7	21.2	3.0
6. Episcopalian, ...	716	100.0	97.8	87.0	82.7	31.7	6.8	35.7	30.7	18.9	0.7	...	...	...	...	0.3	0.6	1.7	7.0	1.0
7. Roman Catholic, ...	236	73.3	82.2	76.7	70.8	20.3	.....	48.7	42.4	19.5	...	...	...	...	...	...	...	...	...	...
8. Subscription, ...	5,320	74.3	98.1	61.6	56.1	24.5	4.3	24.6	20.6	7.4	1.7	...	...	0.8	...	0.3	0.4	0.5	13.8	3.9
9. Infant, ...	733	88.3	87.3	26.1	27.4	7.5	1.1	3.3	0.8	0.5	...	...	...	...	...	...	...	...	...	...
10. Endowed,.....	750	82.5	96.9	65.7	53.5	21.2	1.3	44.3	40.5	20.9	1.7	0.1	4.4	2.7	0.5	2.0	1.2	4.7	3.1	4.5
11. Proprietary, ...	2,186	85.8	98.3	64.6	53.0	54.8	11.3	32.0	28.1	12.3	0.2	...	...	0.3	...	0.2	0.2	...	2.1	0.8
12. Adventure, ...	1,959	78.6	99.3	39.1	20.4	22.7	6.9	9.9	10.0	4.6	0.4	...	...	0.4	...	...	...	...	0.5	1.4
13. Miscellaneous, ...	625	70.4	100.0	62.4	55.7	10.7	.....	22.7	21.4	10.7	2.2	...	...	0.8	...	0.3	1.0	...	3.2	...
Total,.....	33,451	80.9	98.1	65.0	56.7	20.1	4.0	33.0	29.7	11.4	3.0	0.2	0.1	1.4	0.2	1.1	1.2	1.0	12.9	3.1

II. By CLASSIFICATION—ABSTRACT STATISTICS of WEEK-DAY Schools in the Lowland Country Districts—continued.

DESCRIPTION OF SCHOOL.	WEEKLY SCHOOL FEES.										CENTESIMAL PROPORTION OF WEEKLY SCHOOL FEES.													
	Scholars paying each Week—										Scholars paying each Week—													
	Nothing.					One Penny					Nothing					(One Penny								
	Absolutely.	Paid for by Milne Bequest.	By Endowments and General Bequests.	By Rate on Ironworkers and Colliers.	By Gaelic School Society.	and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.	Fivepence and less than Sixpence.	Above Sixpence.	Schools in which the Rate of Fees has been raised.	Absolutely.	Paid for by Milne Bequest.	By Endowments and General Bequests.	By Rate on Ironworkers and Colliers.	By Gaelic School Society.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.	Fivepence and less than Sixpence.	Sixpence.	Above Sixpence.	
1. Parochial, ...	10,865	431	377	129	..	572	3,377	3,699	1,539	493	109	139	11	4-0	3-5	1-2	..	5-2	31-1	34-0	14-2	45	1-0	1-3
2. Side, ...	1,957	40	..	..	..	281	716	655	256	9	..	..	1	2-0	..	..	..	14-4	36-6	33-5	13-1	0-4	..	..
3. General Assembly, ...	2,081	325	..	..	..	335	434	764	151	16	..	6	2	15-6	..	..	..	161	23-3	36-7	7-2	0-8	..	0-3
4. Chris. Knowl. Soc.	564	150	..	..	..	155	167	58	30	4	..	..	26-6	..	..	..	..	27-5	29-6	10-3	5-3	..	..	..
5. Free Church, ...	5,459	237	..	..	..	896	1,804	1,714	592	169	35	22	5	4-1	..	..	..	16-4	33-1	31-4	10-9	3-1	0-6	0-4
6. Episcopal, ...	716	29	..	99	..	281	214	93	..	..	..	..	..	4-0	..	..	..	39-3	29-9	13-0	..	..	..	..
7. Roman Catholic, ...	236	63	..	..	..	79	36	58	..	..	..	..	..	26-7	..	..	..	33-5	15-3	24-5	..	..	..	..
8. Subscription, ...	5,320	104	..	780	..	392	1,655	1,744	570	70	..	5	2	2-0	..	..	14-7	73	31-1	32-8	10-7	1-3	..	0-1
9. Infant, ...	733	2	..	..	..	424	279	8	20	..	..	..	..	0-3	..	..	..	57-8	38-1	1-1	2-7	..	..	..
10. Endowed, ...	750	..	237	..	..	115	149	134	110	..	..	5	..	..	..	..	..	15-3	19-9	17-9	14-7	..	..	0-6
11. Proprietary, ...	2,186	235	100	..	..	232	739	742	130	1	6	1	..	..	..	..	..	10-6	33-9	34-0	5-9	..	0-3	..
12. Adventure, ...	1,959	103	..	..	..	299	929	466	79	34	6	43	..	5-3	..	..	..	15-3	47-4	23-8	4-0	1-7	0-3	2-2
13. Miscellaneous, ..	625	74	..	..	71	45	99	259	65	6	6	..	..	11-8	..	..	11-4	7-2	15-9	41-5	10-4	0-9	..	..
Total, ...	33,451	1,783	377	565	780	71	10,648	10,394	3,542	798	166	221	21	5-3	1-1	1-7	2-3	12-3	31-8	31-1	10-6	2-4	0-5	0-7

II. By CLASSIFICATION—ABSTRACT STATISTICS of WEEK-DAY Schools in the Lowland Country Districts—continued.

29

ANNUAL INCOME AND EXPENDITURE.												
DESCRIPTION OF SCHOOL.	TOTAL INCOME OF THE SCHOOLS FOR THE LAST YEAR, Excluding Annual Value of Premises.											
	Salary paid by Hectors.	Endowments.	Parliamentary Grants, per Official Return, 1864.	Grants from Trustees of any Bequest.	School Fees.	Voluntary Subscriptions and other sources.	Gross Income.	Total, including Parliamentary Grants per Official Return, which includes allowances to Assistants and Pupil Teachers.	Income of Teachers.	Expenditure of the Schools.		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. Parochial, ...	6460 7 4	100 13 3	1625 15 2	1014 16 3	3,894 17 3	361 5 2	13,457 14 5	13,409 8 4	13,749 17 0	13,749 17 0		
2. Side, ...	694 5 1	6 3 4	150 13 4	68 11 1	728 0 9	85 1 0	1,732 14 7	1,727 9 7	1,774 8 0	1,774 8 0		
3. General Assembly, .....	.....	9 10 0	509 13 2	38 0 0	545 2 7	640 15 0	1,743 0 9	1,739 15 9	1,764 4 3	1,764 4 3		
4. Chris. Know. Soc., .....	.....	.....	75 13 5	17 0 0	121 12 8	304 12 6	518 18 7	511 16 1	538 6 7	538 6 7		
5. Free Church, .....	.....	11 3 6	1472 19 6	124 0 0	1,862 6 2	1285 10 8	4,755 9 10	4,724 9 6	4,853 9 6	4,853 9 6		
6. Episcopalian, .....	.....	60 0 0	187 0 0	9 0 0	121 8 7	341 13 7	719 2 2	715 17 2	755 6 4	755 6 4		
7. Roman Catholic, .....	.....	.....	34 5 0	.....	22 18 6	55 6 6	112 10 0	110 2 0	114 10 0	114 10 0		
8. Subscription, .....	.....	9 15 0	685 9 10	117 7 6	1,830 11 9	1098 5 7	3,741 9 8	3,699 14 10	3,844 17 8	3,844 17 8		
9. Infant, .....	.....	.....	107 0 0	6 0 0	141 1 7	122 11 7	376 13 2	375 3 2	382 18 2	382 18 2		
10. Endowed, .....	.....	460 2 10	103 3 4	73 10 0	206 16 11	38 10 0	882 3 1	882 16 10	893 16 10	893 16 10		
11. Proprietary, .....	.....	.....	409 2 9	19 12 0	618 6 11	864 9 4	1,911 11 0	1,896 5 9	2,001 14 5	2,001 14 5		
12. Adventure, .....	.....	.....	.....	.....	731 17 3	36 9 0	768 6 3	762 2 3	781 6 4	781 6 4		
13. Miscellaneous, .....	.....	.....	61 10 0	10 0 0	215 16 0	154 0 0	441 6 0	441 6 0	452 0 0	452 0 0		
Total, ...	7154 12 5	657 7 11	5422 5 6	1497 16 10	11,040 16 11	5387 19 11	31,160 19 6	30,946 7 3	31,906 15 1	31,906 15 1		

ATTENDANCE OF SCHOLARS.																	
DESCRIPTION OF SCHOOL.	(61 per cent of the Returns under this Head are given as precise figures ; 39 per cent. are estimates by Teachers.)				SCHOLARS on the Roll who attended during the past year								(79 per cent. of Returns under this Head are given as precise figures ; 21 per cent. are estimates by the Teachers).			Years.	
	SCHOLARS who attended School during 176 whole days in each of the years (and Centesimal Proportions to present Roll)				Less than 50 days		50 days and less than 100.		100 days and less than 150.		150 days and less than 200.		Above 200 days.		Estimated maximum average period of attendance, calculated from ages, on the footing that each scholar may have regularly attended from 5 years of age.		
					G.	B.	G.	B.	G.	B.	G.	B.	G.	B.			
1. Parochial, ...	1861.	1862.	1863.	1864.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	
2. Side, ...	6,476	6,549	6,599	6,883	791	481	1,027	617	1,132	717	1,760	909	2,177	1,254	5.0	4.5	
3. General Assembly, ...	1,021	1,040	1,154	1,198	112	153	125	156	142	172	190	227	302	378	4.2	4.1	
4. Christian Knowledge Soc., ...	848	883	926	1,022	266	226	182	148	248	196	260	197	185	171	4.4	3.9	
5. Free Church, ...	284	309	343	338	43	59	66	78	68	58	83	57	23	29	3.8	4.5	
6. Episcopalian, ...	3,355	3,377	3,558	3,494	455	428	506	379	534	441	764	573	802	587	4.9	4.6	
7. Roman Catholic, ...	308	365	354	381	60	57	44	35	91	65	114	64	114	72	5.2	4.6	
8. Subscription, ...	77	102	112	137	22	18	25	27	25	31	27	38	8	15	3.4	3.4	
9. Infant, ...	2,539	2,669	2,882	2,979	405	450	347	428	493	502	473	481	832	911	4.1	4.1	
10. Endowed, ...	338	355	334	357	40	52	95	79	59	79	48	78	94	109	1.6	1.6	
11. Proprietary, ...	483	512	489	499	50	43	66	58	94	70	81	101	94	93	4.3	4.3	
12. Adventure, ...	1,251	1,298	1,245	1,302	67	196	107	233	127	225	121	349	249	512	3.5	4.8	
13. Miscellaneous, ...	1,092	1,178	1,282	1,369	109	191	78	136	89	125	141	192	385	510	3.4	3.9	
	479	492	479	469	38	52	53	29	51	43	81	48	137	93	4.3	4.4	
Total, ...	18,551	19,129	19,710	20,428	2,458	2,406	2,721	2,403	3,153	2,724	4,136	3,314	5,402	4,734	4.53	4.29	
Centesimal Proportions,	55.4	57.2	58.9	61.1	13.7	15.5	15.2	15.4	17.6	17.4	23.2	21.3	30.3	30.4			

III. BY COUNTIES.—ABSTRACT STATISTICS OF EVENING SCHOOLS IN THE LOWLAND COUNTRY DISTRICTS—continued.

COUNTIES.	TEACHERS.		SCHOLARS.				AGES OF SCHOLARS.																		
	Paid Masters (other than those employed in Week-day Schools).	Paid Mistresses (other than those employed in Week-day Schools).	On the Rolls.			In Actual Attendance.			In Actual Attendance on the days on which the returns by Teachers were made.																
			B.	G.	Tot.	B.	G.	Tot.	Above 8 and not more than 9.	Above 9 and not more than 10.	Above 10 and not more than 11.	Above 11 and not more than 12.	Above 12 and not more than 13.	Above 13 and not more than 14.	Above 14 and not more than 15.	Above 15 and not more than 16.	16 to 20.		Above 20.						
																	B.	G.		B.	G.	B.	G.	B.	G.	B.	G.
1. Ayr, .....	.....	.....	284	98	382	170	73	243	.....	9	6	9	5	19	5	21	..	26	11	28	10	39	32	19	4
2. Edinburgh, ..	Master 1	Assist. 1	80	42	122	46	42	88	.....	..	..	..	..	2	2	4	7	9	10	8	10	19	12	4	1
3. Elgin, .....	.....	.....	15	29	44	12	27	39	.....	..	..	..	1	1	2	2	4	2	2	1	3	5	13	1	2
4. Lanark, .....	.....	.....	25	5	30	20	4	24	.....	..	..	..	..	..	1	2	..	2	1	4	1	8	1	4	..
5. Ross, ...	Assist. 1	.....	47	13	60	45	12	57	.....	..	..	..	..	..	..	..	..	5	3	4	3	22	4	14	2
6. Stirling, .....	.....	.....	74	3	77	46	3	49	2	5	..	1	3	4	..	6	..	7	..	7	..	10	..	1	..
Total,...	2	1	525	190	715	339	161	500	3	14	6	10	9	26	10	35	11	51	27	52	27	103	62	43	9

III.—BY COUNTIES—ABSTRACT STATISTICS OF EVENING SCHOOLS in Lowland Country Districts—*continued*.

BRANCHES.													ANNUAL INCOME AND EXPENDITURE.														
COUNTIES.	SCHOLARS ON THE ROLL LEARNING.													TOTAL INCOME OF THE SCHOOL.			Income of Teacher.	Expenditure of Schools.									
	Religious Instruction.	Reading.	Writing.	Arithmetic.	Needlework.	Other Industrial Work.	Geography.	English History.	Latin.	Gaelic.	Algebra.	Euclid.	Elements of Physical Science.	Music from Notes.	School Fees.				Voluntary Subscriptions and other sources.	Gross Total.							
															£	s.					d.						
1. Ayr,.....	119	323	372	317	20	20	8	...	1	...	...	...	...	...	...	32	1	8	£	s.	d.	47	1	8	52	2	8
2: Edinburgh, ...	73	117	123	123	42	...	...	50	...	...	...	...	...	...	...	27	3	6	£	s.	d.	27	3	6	30	3	6
3. Elgin, ...	44	29	43	15	...	...	...	...	...	...	3	...	...	...	44	8	0	0	£	s.	d.	8	0	0	8	0	0
4. Lanark, ...	...	...	30	30	...	...	...	...	...	...	1	1	...	...	...	7	10	0	£	s.	d.	9	10	0	9	10	0
5. Ross, ...	50	50	60	56	...	...	...	...	...	20	...	...	...	20	...	6	5	0	£	s.	d.	6	5	0	6	5	0
6. Stirling, ...	9	77	67	57	...	...	...	...	...	...	...	...	...	...	...	14	0	4	£	s.	d.	16	10	4	17	10	4
Total, ...	295	596	695	598	62	20	8	50	1	20	4	1	20	44	...	95	0	6	£	s.	d.	114	10	6	123	11	6

III.—BY COUNTIES—ABSTRACT STATISTICS OF EVENING SCHOOLS IN LOWLAND COUNTRY DISTRICTS—continued.

COUNTIES.	WEEKLY SCHOOL FEES.					ATTENDANCE OF SCHOLARS.																
	Scholars Paying each Week—					Estimated Number of Scholars who attended School during 176 whole days in each of the years	Scholars on the Roll who attended during the past year—															
	Nothing, but paid for by Ironworkers.	One Penny and less than Twopence.	Twopence and less than Threepence.	Threepence and less than Fourpence.	Fourpence and less than Fivepence.		Less than 50 days.	50 days and less than 100.	100 days and less than 150.	150 days and less than 200.	Above 200 days.	G.	B.	G.	B.	G.	B.	G.	B.			
1. Ayr, ...	115	50	201	16	..	1861.	35	40	35	40	1864.	151	29	49	43	24	14	25	12	35	..	..
2. Edinburgh, ...	..	..	42	64	16	..	..	..	..	..	..	38	42	42	..	..	..	..	..	..	..	..
3. Elgin, ...	..	..	26	18	..	No School before 1864.	..	..	..	..	..	15	29	..	..	..	..	..	..	..	..	..
4. Lanark, ...	..	..	..	..	30	..	..	..	..	..	..	..	..	13	3	12	2	..	..	..	..	..
5. Ross, ...	..	..	..	..	60	..	..	..	..	..	..	47	13	..	..	..	..	..	..	..	..	..
6. Stirling, ...	..	..	..	52.	25	..	9	7	6	5	..	30	3	26	..	..	..	8	..	6	..	..
Total,.....	115	50	269	150	131	..	44	47	41	45	..	281	116	130	46	45	16	28	12	41	..	..

IV. By CLASSIFICATION—AVERAGE INCOMES OF WEEK-DAY SCHOOLS, the Male or Female Teachers of which *received* a share of the Parliamentary Grant for 1864.

		No.	Including Parliamentary Grant.	Excluding Parliamentary Grant.
Parochial, ...	M.	43	£142 4 3	£104 8 1
Side, ...	M.	1	94 18 0	74 18 0
	F.	5	69 10 3	43 7 3
General Assembly, ...	M.	15	91 6 6	58 5 7
	F.	1	47 10 0	33 10 0
Society, ...	M.	1	87 16 3	55 0 0
	F.	2	52 2 7	30 14 0
Free Church, ...	M.	36	102 12 3	62 13 0
	F.	2	51 12 6	34 10 0
Episcopal, ...	M.	6	90 16 4	59 13 0
Roman Catholic, ...	F.	1	64 5 0	30 0 0
Subscription, ...	M.	16	109 9 7	75 19 10
	F.	6	78 3 0	53 4 0
Infant, ...	F.	3	83 5 0	47 11 8
Endowed, ...	M.	4	90 5 1	64 9 3
Proprietary, ...	M.	6	69 9 7	47 15 2
	F.	11	66 10 2	41 3 3
Miscellaneous, ...	M.	3	91 12 0	71 2 0
Total Average, {	M.	131	£112 5 11	£76 13 11
	F.	31	68 5 10	42 15 1
General Average,	All.	162	£103 17 7	£70 8 2

IV. BY COUNTIES—INCOME AND EXPENDITURE OF WEEK-DAY SCHOOLS.

ANNUAL INCOME AND EXPENDITURE PER SCHOLAR ON ROLL.											
COUNTIES.	Scholars on Roll.	Total Income of the Schools for the last Year under the Heads—									Estimated Annual Expenditure.
		Salary paid by Heritors.	Endowments.	Parliamentary Grants.	Grants from Trustees of any Bequest.	School Fees.	Voluntary Subscription and other sources.	Total.			
1. Aberdeen,	3,677	s. d. 4 6	s. d. 0 11	s. d. 2 2	s. d. 4 3	s. d. 7 2	s. d. 3 4	s. d. 22 4	s. d. 22 11		
2. Ayr, ...	5,544	1 9	0 2	4 5	0 7	6 6	2 4	15 9	16 1		
3. Berwick,	1,193	7 5	0 3	5 7	...	7 5	1 4	22 0	22 4		
4. Caithness,	1,237	3 0	...	2 6	0 3	3 3	5 3	14 3	14 5		
5. Dumfries,	2,587	7 4	0 2	1 4	1 2	6 7	2 0	18 7	19 1		
6. Edinburgh,	2,497	3 6	0 6	3 6	0 2	8 2	3 2	19 0	19 9		
7. Elgin, ...	976	5 6	..	1 8	3 4	6 1	3 2	19 9	20 4		
8. Fife, ...	1,732	2 8	..	2 1	0 3	7 9	1 8	14 5	14 9		
9. Kirkcud.,	1,810	5 5	0 4	3 0	0 9	6 6	3 4	19 4	20 0		
10. Lanark,...	1,542	3 0	...	1 2	0 5	8 7	3 8	16 10	17 2		
11. Nairn, ...	532	5 10	3 10	3 3	0 2	5 5	5 4	23 10	23 10		
12. Peebles,...	845	12 3	0 1	1 6	...	7 11	1 9	23 6	24 5		
13. Perth, ...	2,864	4 10	1 0	5 6	0 1	6 10	3 5	21 8	21 9		
14. Ross, ...	2,381	3 7	...	2 10	0 3	3 8	3 6	13 10	14 2		
15. Roxburgh,	924	7 6	0 3	1 8	0 2	11 11	5 10	27 4	27 9		
16. Stirling,...	1,578	2 9	0 8	5 3	0 1	7 2	2 6	18 5	19 4		
17. Sutherland,	1,482	3 2	...	3 9	0 5	2 7	7 10	17 9	18 0		
Total,...	33,451	4 3	0 5	3 3	0 11	6 7	3 2	18 7	19 1		

IV. By CLASSIFICATION.
INCOME AND EXPENDITURE OF WEEK-DAY SCHOOLS.

ANNUAL INCOME AND EXPENDITURE PER SCHOLAR ON ROLL.											
CLASSIFIED SCHOOLS.	Scholars on Roll.	Total Income of the Schools for the last year under the Heads—								Estimated Annual Expenditure.	
		Salary paid by Heritors.	Endowments.	Parliamentary Grants.	Grants from Trustees of any Bequest.	School Fees.	Voluntary Subscription and other sources.	Total.			
		s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	
1. Parochial, ...	10,865	11 1	0 2	3 0	1 10	7 2	0 8	24 9	23 6		
2. Side,.....	1,957	7 1	0 1	1 6	0 8	7 5	0 11	17 8	18 2		
3. General Assembly,	2,081	...	0 1	4 10	0 4	5 3	6 3	16 9	16 11		
4. Society, ...	564	...	...	2 6	0 7	4 4	10 9	18 2	19 1		
5. Free Church, ...	5,459	...	...	5 5	0 5	6 10	4 9	17 5	17 9		
6. Episcopal, ...	716	..	1 8	5 3	0 3	3 5	9 6	20 1	21 1		
7. Roman Catholic,...	236	...	...	2 11	...	1 11	4 9	9 7	9 8		
8. Subscription, ...	5,320	...	...	2 7	0 5	6 11	4 1	14 0	14 6		
9. Infant, ...	733	...	...	2 11	0 2	3 10	3 4	10 3	10 5		
10. Endowed,.....	750	...	12 4	2 9	1 11	5 6	1 0	23 6	23 10		
11. Proprietary,.....	2,186	...	...	3 8	0 2	5 8	7 11	17 5	18 9		
12. Adventure, ...	1,959	...	...	..	...	7 5	0 4	7 9	7 0		
13. Miscellaneous, ...	625	...	...	1 11	0 4	6 11	4 11	14 1	14 5		
Total, ...	33,451	4 3	0 5	3 3	0 11	6 7	3 2	18 7	19 1		

Education Commission (Scotland).

SECOND REPORT

BY

HER MAJESTY'S COMMISSIONERS.

ELEMENTARY SCHOOLS.

Education Commission (Scotland).

SECOND REPORT

BY

HER MAJESTY'S COMMISSIONERS

APPOINTED TO INQUIRE INTO THE

SCHOOLS IN SCOTLAND

WITH AN APPENDIX.

ELEMENTARY SCHOOLS

Presented to both Houses of Parliament by Command of Her Majesty.

EDINBURGH:

PRINTED FOR HER MAJESTY'S STATIONERY OFFICE
BY THOMAS CONSTABLE.

1867.

VICTORIA, by the Grace of God, of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith :—To our Right Trusty and Right entirely-beloved Cousin and Councillor, GEORGE DOUGLAS, DUKE OF ARGYLL, Knight of our Most Ancient and Most Noble Order of the Thistle; our Right Trusty and Well-beloved ROBERT MONTGOMERY, LORD BELHAVEN, Knight of our Most Ancient and Most Noble Order of the Thistle; our Right Trusty and Well-beloved HENRY FRANCIS, LORD POLWARTH; our Trusty and Well-beloved CHARLES BAILLIE, Esq.; one of the Senators of the College of Justice; our Trusty and Well-beloved Sir JAMES FERGUSON, Baronet; our Trusty and Well-beloved JAMES MONCREIFF, Esq., our Advocate for Scotland; our Trusty and Well-beloved JAMES CRAUFURD, Esq., one of the Senators of the College of Justice; our Trusty and Well-beloved ARCHIBALD DAVIDSON, Esq.; our Trusty and Well-beloved DAVID MURE, Esq.; our Trusty and Well-beloved ALEXANDER MURRAY DUNLOP, Esq.; our Trusty and Well-beloved ADAM BLACK, Esq.; our Trusty and Well-beloved ALEXANDER SHANK COOK, Esq.; our Trusty and Well-beloved JAMES MITCHELL, Esq.; our Trusty and Well-beloved JOHN RAMSAY, Esq.; our Trusty and Well-beloved DAVID SMITH, Esq., Greeting,—WHEREAS we have deemed it expedient that a Commission should forthwith issue to inquire into the Schools in Scotland, and, in particular, (1st) Parochial Schools; (2d) Burgh Schools; (3d) Schools receiving Grants from Funds voted by Parliament; (4th) Middle-Class Schools and others not being Adventure Schools, and not receiving Grants from Funds voted by Parliament; (5th) Normal and Training Schools; (6th) Adventure Schools, in so far as you, our said Commissioners, may consider material, and to report generally to us in regard to the same; and, in particular, to report your opinion as to whether the Funds voted by Parliament are applied in Scotland in the way most beneficial for the interests of the people, and to make any suggestions in regard to the application thereof, or in regard to the state of the said Schools, and the management and emoluments thereof which may appear to you calculated to improve the education of the people in Scotland: NOW KNOW YE that we, reposing great trust and confidence in your zeal and ability, have authorized and appointed, and do by these presents authorize and appoint you, the said GEORGE DOUGLAS, DUKE OF ARGYLL; ROBERT MONTGOMERY, LORD BELHAVEN; HENRY FRANCIS, LORD POLWARTH; CHARLES BAILLIE, Sir JAMES FERGUSON, JAMES MONCREIFF, JAMES CRAUFURD, ARCHIBALD DAVIDSON, DAVID MURE, ALEXANDER MURRAY DUNLOP, ADAM BLACK, ALEXANDER SHANK COOK, JAMES MITCHELL, JOHN RAMSAY, and DAVID

SMITH, to be our Commissioners for the purposes aforesaid : And for the purpose of enabling you, our said Commissioners, to make the said inquiries, we do hereby authorize and empower you to call before you, or any three or more of you, all such persons as you may judge most competent, by reason of their knowledge or experience, to afford you correct information on the subjects of this inquiry, and also to require the production of all Books, Records, Documents, Papers, and Accounts which may appear to you, or any three or more of you, calculated to assist your researches in the execution of the trust hereby reposed in you, and to inquire concerning the premises by all other lawful ways and means whatsoever : And we do hereby command and require you to report to us in writing, under your hands and seals, or under the hands and seals of any ten or more of you, as soon as the same can reasonably be done, your several proceedings by virtue of this our Commission : And we further will and command that this our Commission shall continue in full force and virtue, and that you our said Commissioners, or any three or more of you, may from time to time proceed in the execution thereof, and of every matter and thing therein contained, although the same be not continued from time to time by adjournment : And we do hereby nominate and appoint our Trusty and Well-beloved PATRICK CUMIN, Esq., to be Secretary to you our said Commissioners, and to attend you, whose services and assistance we require you to use from time to time, as occasion may require : In witness whereof, We have ordered the Seal appointed by the Treaty of Union to be kept and made use of in place of the Great Seal of Scotland, to be appended hereto.

Given at our Court at Saint James', the sixteenth day of August, in the year one thousand eight hundred and sixty-four, and in the twenty-eighth year of our reign.

Per Signaturam manus S. D. N. Reginae supra Script.

Sealed at Edinburgh, the
8th day of September,
in the year 1864.

(S^d) D. CRAIG,
Subt. Keeper of the Seal,
£80 Scots.

Written to the Seal, and
registered the 8th day
of September 1864.

(S^d) JAMES P. HALLEY,
Depute-Director of Chancery.

Entered in the Office of the Queen's
and Lord Treasurer's Remem-
brancer, 17th October 1864.

(S^d) ADAM C. LONGMORE,
Chief Clerk.

VICTORIA, by the Grace of God, of the United Kingdom of Great Britain and Ireland, Queen, Defender of the Faith :—WHEREAS we did, by Letters-Patent under the Seal appointed by the Treaty of Union, to be kept and made use of in place of the Great Seal of Scotland, bearing date the sixteenth day of August one thousand

eight hundred and sixty-four, in the twenty-eighth year of Our Reign, nominate, constitute, and appoint our Right Trusty and Right entirely-beloved Cousin and Councillor, **GEORGE DOUGLAS, DUKE OF ARGYLL**, Knight of our Most Ancient and Most Noble Order of the Thistle; our Right Trusty and Well-beloved **ROBERT MONTGOMERY, LORD BELHAVEN**, Knight of our Most Ancient and Most Noble Order of the Thistle; our Right Trusty and Well-beloved **HENRY FRANCIS, LORD POLWARTH**; our Trusty and Well-beloved **CHARLES BAILLIE**, Esquire, one of the Senators of the College of Justice; our Trusty and Well-beloved **Sir JAMES FERGUSSON**, Baronet; our Trusty and Well-beloved **JAMES MONCREIFF**, Esquire, our Advocate for Scotland; our Trusty and Well-beloved **JAMES CRAUFURD**, Esquire, one of the Senators of the College of Justice; our Trusty and Well-beloved **ARCHIBALD DAVIDSON**, Esquire; our Trusty and Well-beloved **DAVID MURE**, Esquire (now one of the Senators of the College of Justice); our Trusty and Well-beloved **ALEXANDER MURRAY DUNLOP**, Esquire; our Trusty and Well-beloved **ADAM BLACK**, Esquire; our Trusty and Well-beloved **ALEXANDER SHANK COOK**, Esquire; our Trusty and Well-beloved **JAMES MITCHELL**, Esquire; our Trusty and Well-beloved **JOHN RAMSAY**, Esquire; and our Trusty and Well-beloved **DAVID SMITH**, Esquire, to be our Commissioners to inquire into the Schools in Scotland; and the said Commissioners have proceeded in the execution of the powers and duties by the said Letters-Patent intrusted to them: And WHEREAS it is expedient to increase the number of the said Commissioners, we have nominated, constituted, and appointed, likeas we do by these presents nominate, constitute, and appoint, the said **GEORGE DOUGLAS, DUKE OF ARGYLL**; **ROBERT MONTGOMERY, LORD BELHAVEN**; **HENRY FRANCIS, LORD POLWARTH**; our Right Trusty and Well-beloved **RALPH, LORD DUNFERMLINE**; the said **CHARLES BAILLIE**, **Sir JAMES FERGUSSON**, **JAMES MONCREIFF**, **JAMES CRAUFURD**, **DAVID MURE**, **ARCHIBALD DAVIDSON**, **ALEXANDER MURRAY DUNLOP**, **ADAM BLACK**, **ALEXANDER SHANK COOK**, **JAMES MITCHELL**, **JOHN RAMSAY**, **DAVID SMITH**, and our Trusty and Well-beloved **JOHN TAIT**, Esquire, and our Trusty and Well-beloved **JOHN BROWN**, Doctor of Medicine, to be our Commissioners to inquire into the Schools in Scotland, and, in particular—1. Parochial Schools; 2. Burgh Schools; 3. Schools receiving Grants from Funds voted by Parliament; 4. Middle-Class Schools and others, not being Adventure Schools, and not receiving Grants from Funds voted by Parliament; 5. Normal and Training Schools; 6. Adventure Schools, in so far as you, our said Commissioners, may consider material, and to report generally to us in regard to the same; and, in particular, to report your opinion as to whether the Funds voted by Parliament are applied in Scotland in the way most beneficial for the interests of the people, and to make any suggestions in regard to the application thereof, or in regard to the state of the said Schools, and the management and emoluments thereof, which may appear to you calculated to improve the education of the people in Scotland: Now KNOW YE that we, reposing great trust and confidence in your zeal and ability, have authorized and appointed, and do by these presents authorize and appoint, you, the

said GEORGE DOUGLAS, DUKE OF ARGYLL ; ROBERT MONTGOMERY, LORD BELHAVEN ; HENRY FRANCIS, LORD POLWARTH ; RALPH, LORD DUNFERMLINE ; CHARLES BAILLIE, Sir JAMES FERGUSSON, JAMES MONCREIFF, JAMES CRAUFURD, DAVID MURE, ARCHIBALD DAVIDSON, ALEXANDER MURRAY DUNLOP, ADAM BLACK, ALEXANDER SHANK COOK, JAMES MITCHELL, JOHN RAMSAY, DAVID SMITH, JOHN TAIT, and JOHN BROWN, to be our Commissioners for the purposes aforesaid, in as full and ample manner as if all the said additional Commissioners had been named in the said recited Letters-Patent : And for the purpose of enabling you, our said Commissioners, to make the said inquiries, we do hereby authorize and empower you to call before you, or any three or more of you, all such persons as you may judge most competent, by reason of their knowledge or experience, to afford you correct information on the subjects of this inquiry ; and also to require the production of all Books, Records, Documents, Papers, and Accounts, which may appear to you, or any three or more of you, calculated to assist your researches in the execution of the trust hereby reposed in you, and to inquire concerning the premises by all other lawful ways and means whatsoever : And we do hereby command and require you to report to us in writing, under your hands and seals, or under the hands and seals of any ten or more of you, as soon as the same can reasonably be done, your several proceedings by virtue of this our Commission : And we farther will and command that this our Commission shall continue in full force and virtue, and that you, our said Commissioners, or any three or more of you, may from time to time proceed in the execution thereof, and of every matter and thing therein contained, although the same be not continued from time to time by adjournment : And we do hereby nominate and appoint our Trusty and Well-beloved PATRICK CUMIN, Esquire, to be Secretary to you our said Commissioners, and to attend you, whose services and assistance we require you to use from time to time, as occasion may require : IN WITNESS WHEREOF, We have ordered the Seal appointed by the Treaty of Union to be kept and made use of in place of the Great Seal of Scotland, to be appended hereto.

Given at our Court at Saint James', the twenty-sixth day of
December one thousand eight hundred and sixty-five, in
the twenty-ninth year of our reign.

Per Signaturam manus S. D. N. Reginae supra Script.

Scaled at Edinburgh, the
11th day of January, in
the year 1866.

(S^d) D. CRAIG,
Subt. Keeper of the Seal,
£80 Scots.

Written to the Seal, and
registered the 11th day
of January 1866.

(S^d) JOHN M. LINDSAY,
Director of Chancery.

Recorded in the Office of the Queen's
and Lord Treasurer's Remem-
brancer, 24th January 1866.

(S^d) ADAM C. LONGMORE,
Chief Clerk.

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REPORT

ON ELEMENTARY SCHOOLS IN SCOTLAND.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,—

WE, the Commissioners appointed to inquire into the Schools in Scotland, humbly lay before your Majesty the following Report :—

On the 16th of August 1864, and subsequently on the 26th of December 1865, we received your Majesty's commands to inquire into the Schools of Scotland, and, in particular—1. Parochial Schools; 2. Burgh Schools; 3. Schools receiving grants from funds voted by Parliament; 4. Middle-class schools and others, not being Adventure schools, and not receiving grants from funds voted by Parliament; 5. Normal and Training schools; 6. Adventure schools, in so far as we might consider material, and to report generally in regard to the same; and, in particular, to report our opinion as to whether the funds voted by Parliament are applied in Scotland in the way most beneficial for the interests of the people, and to make any suggestions in regard to the application thereof; or in regard to the state of the said schools, and the management and emoluments thereof, which might appear to us calculated to improve the education of the people in Scotland.

The Commissioners met for the first time on the 4th day of November 1864. It appeared to them that their first duty was to collect, from the opinions of persons of weight and experience, the general features of the state of education in Scotland, the evils which were supposed to exist, and the remedies which might appear to be practicable or desirable. With this view we examined a variety of witnesses orally, and also obtained answers from a considerable number of persons to written questions which were circulated. The Report of the Oral Evidence has been already laid before your Majesty in our last Report of the 18th of March 1865, and the answers which were returned to the written questions will be found in a volume which accompanies this Report. Thirty-eight witnesses were examined orally; and ninety-eight answers were returned to written questions, including those subsequently received by the Assistant Commissioners.

Commission.

First meeting of the Commissioners.

Oral evidence. Answers to written questions.

Effect of
evidence.

The evidence which we thus obtained was interesting and important, from the position of the parties by whom it was given, as well as from their experience in the matter of education. It was to a considerable extent conflicting, especially upon the question to what extent it would be possible to introduce a National system into Scotland. Taking into account the written answers subsequently received by the Assistant Commissioners, the result was, that of the 136 gentlemen who gave evidence, 99 were of opinion that a general system was both possible and expedient; while 22 took the contrary view, and 15 gave no opinion upon the question.

Further
evidence.

While, however, we attach considerable weight to the individual opinions thus expressed, it was impossible to make them alone the foundation of any definite result. It very soon became apparent that the greatest diversity of impression prevailed as to the state of existing facts in relation to education in Scotland—that the information on this subject was of the most limited and uncertain description—and that the opinions we had obtained were founded upon impressions which might turn out to be considerably in excess of or within the real facts. Several sessions ago a return was moved for and obtained in Parliament which professed to show the state of the existing schools, their position, and their relative number as regarded the population; but we had reason to think that these returns were not trustworthy. Before proceeding further with the duty committed to us, we thought it right to take steps for an extended, and, as far as it could be made so, complete survey of the educational state of Scotland, conceiving that without such a preliminary inquiry, our duty could not be satisfactorily discharged. We accordingly directed that schedules (a copy of which will be found in the Appendix) should be prepared, and transmitted, with the consent and co-operation of the Registrar-General, to the Registrars of Births, Deaths, and Marriages for every parish and registration district in Scotland. In procuring these statistics the Registrar was directed to call, with his schedule filled up, upon the minister of the denomination most nearly connected with each school, and to request him to sign it, if he agreed with the statements it contained. The ministers of the Church of Scotland, and of the Free, the United Presbyterian, Episcopalian, and Roman Catholic Churches were also furnished with schedules, to be returned by them in the event of their not agreeing with the statements in the Registrar's schedule; and whenever there was a difference of opinion between the Registrar and any of the ministers, such difference has been stated in the tables compiled from these schedules.

Schedules
distributed
registrars.

Returns to
such sche-
dules.

The return from each parish was in this way checked by the minister of the Established Church, and those of the Dissenting denominations, and in very few instances, indeed, has there been any occasion to revise or reconsider the returns in consequence of objection from any quarter. It must be observed, however, that these returns are confined to the rural parishes and the smaller towns, for the registrars in such towns as Glasgow, Aberdeen, and Edinburgh declined to undertake the task of getting the schedules filled up.

The result of the machinery thus employed has been in the highest degree satisfactory. It is contained in a separate volume, entitled 'Statistics relative to Schools in Scotland,' which is trans-^{relative to schools in Scotland.}mitted herewith. An abstract and summaries of these statistics will be found in the Appendix to this Report. The full statistics which we have thus obtained, and the tables compiled from them, show the general results. The compilation of these statistics was committed to two gentlemen of the Register Office very competent for the task, and it is one which they performed with great ability, and within a very moderate period of time.

According to the census of 1861, the population of Scotland was 3,062,294. The returns which we obtained from the Registrars, in the manner just described, embrace a population of 2,050,024, which may be taken to comprehend the whole of the rural population; while the remaining 1,012,270 comprehend the whole of the burghal population. Provision, however, was afterwards made for a complete investigation of the schools in Glasgow, with a population of 395,503; so that the only part of the population from which no returns were received is 616,767. The result is that, either through the registrars or the Glasgow Assistant-Commissioners, information has been obtained as to the educational condition of four-fifths of the people of Scotland.

The returns thus obtained by the registrars will be found full of the most important and interesting information. The general result of the state of education in Scotland is that a proportion of 1 in 6·5 of the whole population is upon the roll of scholars,¹ and 1 in 7·9 in attendance, a ratio which, if taken by itself, is not unsatisfactory. Taking the insular districts separately, the ratio of scholars on the roll to population is 1 in 7·5, and the scholars in attendance 1 in 9·7. But when we come to the detail of the different counties, which will be found in the Appendix, it will be seen that the ratio in individual parishes is much more unsatisfactory, varying from 1 in 4 to 1 in 15, 20, 25, and even 30. In short, it does not appear that the percentage overhead gives anything like a satisfactory indication of the real state of education in particular localities.

In regard to the Religious, or rather the Denominational question, the returns present a remarkable and very satisfactory result. They show that the distinction of denominations in Scotland has a very limited effect indeed in determining the attendance of children upon particular schools. Thus, in the National Parish schools, out of 76,493 scholars, 47,161 belong to the Established Church, 14,486 to the Free Church, 7462 to the United Presbyterian, 521 to the Episcopalian, 1243 to Roman Catholic Churches, 1644 to other Denominations, and 3976 are returned as not known. In the General Assembly of the Church of Scotland schools, out of 33,000

¹ 'Looking, therefore, at mere numbers as indicating the state of popular education in England and Wales, the proportion of children receiving instruction to the whole population is, in our opinion, nearly as high as can be reasonably expected. In Prussia, where it is compulsory, 1 in 6·27; in England and Wales it is, as we have seen, 1 in 7·7; in Holland it is 1 in 8·11; in France it is 1 in 9·0.'—*Report of the Commissioners on Popular Education in England, 1861.*

scholars, in round numbers, there are 18,000 Established Church 8000 Free Church, 2700 United Presbyterian, and 1000 Roman Catholic children, and 200 Episcopalians; in the Free Church schools, out of 48,000 scholars, 10,000 are Established Church, 28,000 Free Church, 3000 United Presbyterian, and 974 Roman Catholic children, and 313 Episcopalians; while in the undenominational and other schools,¹ containing 91,000 children, 39,000 belong to the Established Church, 19,000 to the Free Church, 12,000 to the United Presbyterian, and 2898 are Roman Catholics. Out of the 6202 in the Episcopalian schools, only 1929 are Episcopalians; and the whole number of Episcopalian scholars in the rural districts is only 4552. Out of 5736 scholars in Roman Catholics, 5229 are Roman Catholics; but there are 7343 in Protestant schools. It seems, therefore, to be certain that whatever may be the case in individual localities, the situation of the school and the merits of the teacher weigh much more in determining the school which children attend in Scotland than religious differences.

The situation of the school and the merits of the teacher determine the school: not the religious denomination.

The returns also exhibit in a very satisfactory manner the existing emoluments of the schools and schoolmasters, the amount derived from the Privy Council grants, and from all other sources, such as endowments and voluntary subscriptions, as well as valuable statistics in regard to certificated masters and pupil-teachers.

The returns thus obtained afforded us the means of approximating to some important general results.

As far as these returns indicated, it would appear that whatever might be the case in individual districts, the want of schools was not so great as had been generally supposed. There will be found in the Appendix a list of places appearing from these returns to require additional school accommodation, but, for the most part, they are in the northern districts of the country; and the conclusion to be drawn from these statistics is, that whatever may be the quality of the education, Scotland is well, if not adequately, supplied with teachers and places of instruction.

Additional inquiry to ascertain the quality of the education. Mode of prosecuting this part of the inquiry.

We were, however, at the same time satisfied that it was necessary to prosecute the investigation still more into detail, as well for the purpose of checking the statistics which we had obtained, as in order to ascertain the quality of the education which was received, and the actual educational state of the population. It appeared to us that there were three great divisions of the population, which required to be dealt with as entirely distinct:—*First*, The Lowland parishes; *Second*, The Highland parishes; *Third*, The large Towns. In the Lowland parishes the National Parochial system is in full operation; in the Highland parishes its effects are necessarily restricted and counteracted by the nature of the country, and the vast extent of the parishes; in the Cities and large Towns the National Parochial system has no operation at all. Accordingly, having obtained the sanction of Government to appoint Assistant Commissioners, in order to ascertain with greater detail and accu-

Appointment of Assistant Commissioners.

¹ This includes 10,054 scholars in 202 Society for the Propagation of Christian Knowledge schools.

racy the state of these three classes of the population of Scotland, we appointed five gentlemen to this duty, who have discharged it with great efficiency, and, as we think, with great utility to the public. We committed to Lieutenant-Colonel Maxwell and Mr. Sellar the duty of reporting on the Lowland parishes; to Mr. Greig and Mr. Harvey the task of analysing the educational state of Glasgow, as affording a reasonable test of the state of the city population; and Mr. Nicolson was instructed to report on the state of education in the Hebrides and Western Highlands. A copy of the instructions with which these gentlemen were furnished will be found in the Appendix. Their Reports are printed separately, and transmitted herewith, and are deserving of the most careful consideration.

In addition to the inquiries conducted by these five gentlemen in Scotland, we considered it advisable that an investigation should be made into the system of education which prevails in the United States of America and in Canada.

Having been informed that the Schools Inquiry Commissioners, American and Canadian inquiry. then sitting in London, had determined to despatch the Rev. James Fraser as Assistant Commissioner for the purpose of investigating the state of the middle schools in these countries, we obtained, with the concurrence of the English Commissioners, the sanction of the Government to the proposal that the same gentleman should extend his inquiry and address his Report upon the whole state of education in America and Canada to the two Commissions jointly. This Report has also been printed separately, and is transmitted herewith.

CHAPTER I.

LOWLAND PARISHES OF SCOTLAND.

Colonel Maxwell and Mr. Sellar, under the instructions to which we have referred, commenced their investigation on the 20th of March 1865, and their final report was received by us on the 1st of March 1866,—the General Report being furnished by the latter of these gentlemen, the statistical by the former. The course which they ultimately adopted, from the experience which they obtained at the outset of their inquiry, was to visit seventeen counties, and in these counties 133 parishes, containing a population of 209,741. These seventeen counties were the following:—Aberdeen, Ayr, Berwick, Caithness, Dumfries, Edinburgh, Elgin, Fife, Kirkcudbright, Lanark, Nairn, Peebles, Perth, Ross, Roxburgh, Stirling, and Sutherland. From this list it will be seen that the counties comprised all varieties of population in the Lowland districts. The Report is divided into chapters, to each of which is subjoined a very useful summary of the results at which they arrived on the subjects treated of in each.

Education
of adult
population.

In the first chapter, the Assistant Commissioners, after describing the method of investigation adopted by them, go on to consider shortly two points—(1.) The general condition of education among the adult population. (2.) The demand for education evinced by the different classes of the population. On the first point they say:¹—

‘In the south of Scotland, more particularly in the counties of Dumfries, Peebles, Roxburgh, Edinburgh, Ayr, and in the Stewartry of Kirkcudbright, nearly all the native population can read with ease, and the majority can write, but the Irish settlers are in great ignorance, and as a rule can neither read nor write. Where the Scotch population of these counties are ignorant, it is the result of their own negligence, as the means of education are, on the whole, considered sufficient. In the Midland Counties, Stirling, Perth, Fife, Aberdeen, Moray, and Nairn, the opinions expressed lead to the belief that, with the exception of the older people, and many from among the fishing population, the great majority of the industrious poor can read, and some proportion can write; but there is a considerable number who are not sufficiently educated to be able either to read or write with pleasure, so that they rarely occupy themselves by reading or writing except under necessity. In the north, in the counties of Ross and Sutherland in particular, and to some extent in Caithness, there is still great ignorance among the Highland crofters and fishermen. In Ross-shire we were told that the people had been very imperfectly educated, and that in every parish there are many who can neither read nor write, and even of the domestic servants, in some parishes, “one half could not read nor write, and the other half read a little only.”’

¹ P. 5.

They state that these opinions are corroborated by the Registrars' returns in the Register of Births, Deaths, and Marriages, which show that while in the southern counties there are but a small proportion of informants who were unable to sign their names, and those generally of Irish extraction, in the north, and especially in Ross-shire, the percentage was very high.

On the second point they consider that, while there is a demand for education on the part of the parents, a very marked distinction must be drawn between the different classes of the population. They say (p. 7):—

Demand for
education
among
different
classes.

‘There is a real, intelligent, practical desire among certain classes, that results in the actual education of their children, and there is a vague inactive wish among others, that their children should be “scholars,” which never gets beyond a wish, and which results in their growing up little better than themselves. Parents of the latter class will not subject themselves to any sacrifice, pecuniary or other, and will not make any exertion to see that their children attend school with regularity. They will not take any interest in their progress, but they go out to their own work in the morning, and come home again in the evening, leaving their children very much to take care of themselves. They may, on the solicitation of the minister, enter them at some school at the beginning of the winter season, probably the one nearest to their homes, whether it is efficient or not, or the one belonging to their own denomination, without respect to the quality of the instruction; and having done that, they think that they have done enough. They do not insist upon their children’s attendance; they may stay away or they may go to school just as they please; and if the teacher also is indifferent they generally choose to stay away. Parents of this class, moreover, do not hesitate to keep them from school for the most trifling cause. To-day they must go with a message to the doctor, to-morrow to the public-house, the third day there is a fair in the neighbourhood, or it is market-day in the village, and the children must go to see it, or the parents go, and the children take advantage of their absence to stay away from school; and as they have been away for three days, it is not worth while to pay fees for that week at all; and so the children do not return to school till the following week. And thus the winter passes, and in summer the children can do something for themselves, and the year goes round, and they have learned next to nothing at the end of it. This helpless and ineffectual wish for education was, of course, more common wherever the parents were uneducated, and where they did not care to spend their wages on what they deemed a luxury, and without which they got on well enough in the world. If knowledge came to their children by nature they would be glad, but if the process of acquiring it entails trouble or expense on them the children must do without.’

Of all classes in the rural districts, there are none who spend more laborious lives, and who display at the same time more anxiety for the education of their children, than the shepherds of Scotland.

‘In nine cases out of ten the shepherd’s house is far from any road; it may be separated even from a pathway by a river, or a mountain, or a morass, hardly passable in summer by children, and impassable in winter. Yet it is a very uncommon thing to meet a shepherd who is unable to read and write, and their children are always taught, by some means or other, at least the elements of education. Last summer Mr. Sellar met two little children, a boy and a girl, ages nine and eleven, in the middle of a wild moor in the Highlands. They were five or six miles from their father’s house, who had an outlying herding some seven miles from any road, and eight or nine from any habitation. He asked them where they were going. They said it was Saturday, and they were going home from school, five miles off, and had to be back again early on the Monday morning. He went a little way with them, and met their father and mother coming to meet them. The shepherd told him that they went every Monday, to board with another shepherd for the week, and that he and the

‘other herd kept a lad between them to educate their children. This lad cost him £3, 10s. per annum, and he had to pay the weekly board for his children besides. “He did not know what that would be, but the other shepherd was “a reasonable man, and would not charge more than he could help. And you “see, sir, we must give them what we can when they are young, as they must “do for themselves very early. The lad does not take them far on; just “reading, writing, and a little counting. If they get that well, and maybe a “little bit sewing for the lassie, that’s all the schooling I care for; but they “must get that, or they will never be anything but herds all their lives.” This “is no isolated instance. We heard of several other cases where education was “procured at great personal sacrifices by shepherds for their children. In Eskdalemuir, in a little school at the head of the valley, the teacher told us that, though most of the children had to come long distances across the hills, they were very regular. “They are very ill to keep from school,” he said, “owing to “any weather.” In the north, a well-authenticated story was told of two little children, a boy and girl, who were drowned on their way to school a good many years ago. They had to cross a mountain-stream not far from their own home, but were swept away by the torrent, and their bodies were found together in a deep pool some distance from the ford. In the parish of ———, containing an almost exclusively pastoral population, the people were dissatisfied with the parochial teacher, and have kept up a school of their own for about ten years under the greatest difficulties. They have hired a house, and established a teacher of their own, who gets a small salary, and boards with two of the farmers, so many months with each. We met one of the farmers, who said that it was quite necessary to establish this school, as the shepherds and other servants considered that their children got no education in the parish school, and they would have left his service if nothing had been done. It was hard on him and the other farmer to subscribe to this school, and to board the teacher, as they had to pay for the parochial teacher besides, in accordance with their leases, and he, though a middle-aged man, was useless, and had been so for ten years, and was simply a burden upon the parish, but they had to put up with it, as the people were so anxious for education.

‘One more instance may be mentioned. In a remote district in the Highlands, with a widely scattered pastoral population of about two hundred, we found a comfortable little country school, with a roll and attendance of fourteen, in full operation. The money necessary for the building and teacher’s salary had been collected by the innkeeper, a popular and benevolent man, by levying a sort of blackmail on the visitors, sportsmen, and others who came to his inn, and upon the gamekeepers and leading shepherds, and even the gillies. He appealed to the visitors on grounds of disinterested benevolence; to the sportsmen and gamekeepers on the ground that they must subscribe to the shepherds’ school if they wished the shepherds to take care of their deer and game. By these means he has gained his object, and has filled up a great want in the district, as there is a young population growing up which will supply a fair attendance for some years, and which, but for this means, would have been without any school. There is no house for the teacher yet, but the innkeeper does not despair of collecting enough money to build one in a year or two. In the meantime, the teacher boards with the shepherds in turn; in proportion to the number of children at school, at the rate of one week for each child.’

Conclu-
sions.

The general conclusions at which the Assistant Commissioners arrived on these two preliminary points were—‘That there is a great difference in the state of education in the several classes of working people in the rural districts; that education is lowest among the fishing, mining, crofter, and some portions of the agricultural populations, and highest among the better class of agricultural labourers, among the shepherds, and the small village tradesmen; that the demand for the education of their children corresponds to the state of education of the parents; and that there is a demand only for the elementary branches among the majority of these classes, and for the higher branches among the tradesmen alone.’

The second chapter is devoted to the subject of school attendance, the information on which is important and interesting; the result being that the accommodation is greater than the demand, but very far within what the demand ought to be. The Assistant Commissioners say:—‘From the following table it appears there is an average accommodation provided in each school for 74, that there are 69 children on the roll, and 56 in attendance; and it also appears that there is no school accommodation for 24,533, or 41 per cent., children actually living in the districts.’

Counties.	Parishes and Districts.	No. of children between 3 and 15, per Census of 1861.	No. of Schools.	Accommodation, at 8 square feet for each child.	Number on Roll.	Number in actual Attendance.
17	183	60,124	484	35,591	33,451	26,971

As to the proportion of school attendance to the number of children in the district, the results thus obtained correspond very nearly with those arrived at by the Registrars. From their tables it appears that there are 65·5 per cent. of the children above 4 and under 15 on the roll of some school, that is to say, nominally under instruction; while 34·5 per cent. of such children are not upon the roll of any school whatever. And according to the Report of Messrs. Maxwell and Sellar (p. 15) nearly 69 per cent. of the children above 4 and under 15 are on the roll of some school; while 31 per cent. of such children are not upon the roll of any school.

The Assistant Commissioners go on to illustrate these remarkable facts, and to inquire into the causes of the deficient attendance at school. These causes are threefold—(1.) Defective school organization; (2.) The apathy and carelessness of the less educated parents; (3.) Poverty. They estimate that the children in the rural districts enter school about 5 or 6 years old, as a rule, rarely younger, and not often older, and they leave at all ages between 6 and 16. They estimate the maximum period of the attendance, calculated from ages, on the footing that each scholar may have attended from 5 years of age, to be only about 4½ years.

With regard to religious differences between parents and managers of schools, they say that, as far as they can discover, these have no effect in keeping the children from school. ‘The religious, as distinct from the ecclesiastical difficulty, seems to have no real existence—Presbyterians of all denominations, Established Church, Free Church, United Presbyterians, Independents, and all other sects, send their children to the same school as the Episcopalians and Roman Catholics.’ With regard to the choice of a school, they say that in the south and midland districts, the parents are influenced more exclusively by the success of the teacher, without regard to denominational distinctions. The ministers, except very

Causes of deficient attendance.

Religious differences between parents and managers of no importance in the South.

- Otherwise in the North. rarely, do not attempt to urge the claims of the congregational school in preference to any other, and if they did, the parents would disregard them, and decide for themselves. But in the north, in Ross, Sutherland, and Caithness, the case is different. There the schools are considered and used with a view to denominational distinctions, but a change seems to be coming over even the most remote parishes in this respect.
- Remedies. The Assistant Commissioners discuss at considerable length the question of the remedy for the evil which exists to so large an extent of the non-attendance of children at school; and to this we shall direct attention afterwards.
- History of Parochial School System. The third chapter is devoted to the consideration of the state of the Parochial Schools, which are fully described and analysed. Scotland is the only part of the United Kingdom which possesses anything in the nature of a National system of education. The distinguishing characteristic of this system is the Parish school; the history and peculiarities of which it is essential to understand and appreciate.
- Before the Reformation. Originally, the schools in Scotland were closely connected with the religious establishments of the country. Long before the Reformation all the principal towns had grammar-schools, in which the Latin language was taught; besides which, they had 'lecture-schools,' in which children were instructed to read the vernacular tongue.¹ As early as the reign of James IV., a Statute, 1494, c. 54, ordained, under a penalty of twenty pounds, 'that all barrones and 'freeholders' of substance should put their sons and heirs to the schools from six or nine, and keep them there until they should be competently founded, and have perfect Latin. At this time the Catholic Church had authority over all teachers, who could not exercise their calling without the license of the Chancellor.
- After the Reformation. After the Reformation, the establishment and maintenance of schools became an object of constant and anxious attention on the part of the clergy.² The First 'Book of Policy' (1560-1) recommended that there should be a schoolmaster, 'able to read the grammar and the Latin tongue,' in every parish where there was a town of any reputation, and, in the landward parishes, that the reader or minister should take care of the instruction of the youth. In this book, and in the repeated applications to Parliament for restitution of the patrimony of the Church which had been seized by the nobles, the support of 'schools' is uniformly one of the objects to which such funds are to be applied.
1567. The nobles, however, notwithstanding the favourable inclinations of the Regent Murray, were powerful enough to resist the claim for restitution. But in the year 1567 the Reformed religion was established by law; and by an Act of the same year, c. 11, Parliament conceded to the Church their claim that the 'superintendents' or visitours' should have the cognizance of the teachers of youth.
1592. Then came the Act of 1592—the great Charter of the Church—re-enacting the Statute of 1581, which had ratified the Act of 1567, wherein it is declared that none should be permitted to teach but

¹ Mc'Crie's *Life of Melville*, p. 361.² Dunlop, 455.

such as should be tried by the superintendents or visitors of the Church. At this time, however, it will be observed that there was no legal obligation to support parish schools. Nevertheless, as Dr. M'Crie says in his *Life of Melville* :—

‘As every minister was bound regularly to examine his people, it became his interest to have a schoolmaster for the instruction of the youth. At the annual visitation of parishes by presbyteries and provincial synods, the state of the schools formed one subject of uniform inquiry; the qualifications of the teachers were tried; and where there was no school, means were used for having one established.’

‘A “common order” as to the rate of contribution to be raised for the salary of the teacher, and as to the fees to be paid by the scholars, was laid down and put in practice long before the Act of Council in 1616, which was ratified by Parliament in 1633. It is a mistake to suppose that the parochial schools of Scotland owed their origin to these enactments.’

‘The Parliamentary Statute has indeed been eventually of great benefit. But it would have been a dead letter but for the exertion of the Church Courts; and, owing to the vague nature of its provisions, it continued long to be evaded by those who were insensible to the benefits of education, or who grudged the smallest expense for the sake of promoting it.’

In 1616 the Privy Council directed, that ‘in every parish of this 1616. kingdom, where convenient means may be had for entertaining a school, a school shall be established, and a fit person appointed to teach the same, upon the expense of the parochianis, according to the quality and quantity of the parish.’ This Act of Council was ratified in Parliament by the Statute of 1633; c. 5, which is the 1633. first legislative enactment authorizing the establishment of parish schools. This Act provides that the Bishop shall have power, with the consent of the heritors, and most part of the parishioners, to impose a stent for the support of the school.

It was during the great civil war, however, that the foundation of the present parochial system was laid, for the Act of 1646, c. 46, 1646. though repealed at the Restoration, was re-enacted in the Statute which was passed in 1696, and is entitled, An ‘Act for settling of schools.’

By this Act of 1696, it is ordained that ‘there shall be a school 1696. settled and established, and a schoolmaster appointed in every parish *not already provided*, by the advice of the heritors and minister of the parish.’ Under this Act the heritors are bound to provide a commodious schoolhouse, and a salary not above 200 (£11, 2s. 2½d.) nor under 100 merks (£5, 11s. 1½d.) Each heritor is to be assessed in proportion to his valued rent, and is allowed relief from his tenants to the extent of one-half. If the heritors refuse or neglect to act, the duty of doing so devolves upon the Commissioners of Supply.

Under this Statute, enforced by the persevering and zealous exertions of the Church, Parish schools have been erected in every parish in Scotland.

The salary, however, provided for the schoolmaster became in time inadequate, and difficulties occurred as to what heritors were entitled to vote for the election of schoolmasters, and as to the power of reviewing the judgment pronounced by Presbyteries in regard to their admission and deposition.

1803. To remove these difficulties, the Statute 43 Geo. III., c. 54, was
 1861. passed in 1803, and this has been succeeded by the 24 and 25 Vict.,
 c. 107, in 1861. These Acts must be read together.

School-
masters'
emolu-
ments. (1.) As to the schoolmasters' emoluments. By the Act of 1803,
 the salary of the schoolmaster was in no case to exceed 400 merks
 Scots (£22, 4s. 5d.), or to be under 300 merks (£16, 13s. 4d.) The
 salaries to be fixed between these two sums were to subsist for
 twenty-five years; and it was provided that thereafter the highest
 amount of salary should be equal to two chalders, and the lowest to
 one chalders and a half, the value of which is appointed to be
 fixed every 25 years, in the manner pointed out by the Statute.

These clauses are now repealed by the Act of 1861, which pro-
 vides that after Martinmas of that year the schoolmasters' salary
 shall not be less than £35 nor more than £70 per annum; and,
 that, where there are two or more schools in a parish, the minimum
 salary payable to the schoolmasters shall be £50 and the maximum
 £80 per annum. The precise amount of the salary is fixed by the
 heritors and minister.

In addition to their legal salary, the schoolmasters always receive
 the school fees. These are fixed by the heritors and minister.

Accommo-
dation. (2.) As to accommodation. According to the Act of 1803, in
 parishes where there is not already a commodious schoolhouse
 provided, or where there is no dwelling-house with a garden for
 the schoolmaster, the heritors must provide such accommodation.¹
 If they neglect or refuse to do so, or if the schoolmaster be dissatis-
 fied with the accommodation provided, a remedy is pointed out by
 section 9 of the Statute; but in no case are the heritors bound to
 enlarge the school-buildings.

The schoolhouse to be thus provided ought to be suitable to the
 size and circumstances of the parish; but the heritors are not
 obliged to provide a house of greater accommodation than two rooms
 including a kitchen.² The garden must contain at least one-fourth
 of a Scots acre, and be enclosed with 'such fence as is generally
 'used for such purposes in the district of the country where it is
 'situated.'

If no garden ground can be obtained without great loss or incon-
 venience, the heritors, with the sanction of the Quarter-Session, may
 make an addition to the schoolmaster's salary. 'The expense of
 'providing the schoolhouse, dwelling-house, and garden, and sup-
 'porting the same,' is, by section 8 of the Act of 1803, to be defrayed
 by the heritors. According to Mr. Dunlop, 'it seems somewhat
 'doubtful whether the Quarter-Sessions have jurisdiction to compel
 'them to do so;' but he adds that if this should be the correct con-
 struction of the Statute 'the Court of Session would probably hold
 'themselves entitled to compel them to do so.'

But, according to the Act of 1803, in the case of extensive
 parishes, where two or more teachers are appointed under section
 11 of the Act, the heritors are relieved from the obligation of pro-
 viding any buildings or garden. In such cases the additional schools
 are known as *Side schools*.

According to the 17th section of the Act of 1861, where in any

¹ Sect. 8.

² Sect. 8.

part it shall be necessary to provide a house for the schoolmaster, it is to consist of three apartments besides the kitchen.

By section 5 of the Act of 1861, power is given to the heritors to establish a female teacher, and in such case, a yearly salary of £30 may be added to the school assessment.

Female teacher.

(3.) As to the election and qualifications of the schoolmaster. According to the Acts of 1696 and 1803, he is elected by the heritors and minister as one body. But, by section 22 of the Act of 1803, no heritor is entitled to vote at any meeting with reference to schools, 'who is not a proprietor of lands within the parish to the extent of at least £100 Scots of valued rent appearing in the land-tax books of the county.' By the same section, heritors may vote by proxy or by letter under their hand.

Election and qualification of schoolmaster.

In case the heritors fail to elect, the duty devolves upon the Commissioners of Supply of the county within which the school is situate.

According to the provisions of the Act of 1803, the schoolmasters elect were examined and approved by the Presbyteries, and were required to sign the Confession of Faith and the Formula of the Church of Scotland.

The Act of 1861 abolishes these provisions as to examination. The parochial schoolmaster elect is now examined by examiners appointed by the University Court of each University; and for this purpose the schools are distributed into four districts, each of which is attached to one University. Each schoolmaster on passing is entitled to a certificate, which is conclusive evidence of his competency as such.

Instead of signing the Confession and Formula, the schoolmaster elect is obliged to sign the declaration contained in the 12th section of the Act 1861. But the only remedy for contravening this declaration is by the Secretary of State, at the instance of the Presbytery or heritors, appointing a Commission to inquire into the charges. The result of this inquiry may be to censure, suspend, or depose the schoolmaster.

(4.) As to his dismissal or resignation. The parish schoolmaster holds office *ad vitam aut culpam*. The Act of 1803 made certain provisions, by section 21, for neglect of duty, immoral conduct, or cruel or improper treatment of the scholars on the part of the schoolmaster. These provisions are now repealed. And, by the Act of 1861 (sect. 14), if the schoolmaster is charged with immoral conduct, or cruel or improper treatment of the scholars under his charge, the Sheriff has jurisdiction to inquire into such charges, and to pronounce judgment of censure, suspension or deprivation; and his judgment is final.

Dismissal or resignation.

But if the schoolmaster is disqualified for his duties by reason of infirmity or old age, or if, from negligence or inattention, he has failed to discharge them, provision is made by the 19th section. In such cases the heritors are to apply for the report of one of H. M. Inspectors of schools, and if the report shall be concurred in by the Presbytery, and the charge shall be found proved, the heritors and minister may permit or require the schoolmaster to resign, or, in case of refusal, may dismiss him.

Section 19.

Besides these provisions, there are various others providing for

Retiring pension.

retiring pensions : particularly for the case in which the resignation shall not be occasioned by any fault of the schoolmaster (sect. 19). In this case a retiring pension of not less than two-thirds of the salary is provided.

Management and superintendence.

(5.) As to management and superintendence. Presbyteries are empowered to regulate the hours of teaching, and the length of the annual vacation ; and their regulations on these points the schoolmaster is required to observe under pain of censure, suspension, or deprivation.

According to the 19th section of the Act of 1803, the superintendence of schools is continued in the ministers of the Established Church ; and there is no clause of any subsequent Act expressly repealing this section.

Originally the Parochial was a National system.

Such is the general nature of the system as at present in use. It was intended to embrace the whole of Scotland, and to be sufficient for the education of the people. It never was, in the proper sense, a denominational system ; but only assumed that appearance since the divisions which took place in the Church of Scotland. By the Act of 1861, however, the tests for schoolmasters were abolished, and the only elements which now remain to give the Parochial system an exclusive appearance are the participation of the minister of the parish with the heritors in the management of the school, and the annual examination of the school by the Presbytery of the bounds. To what extent the superintendence of the Presbyteries still exists is a question upon which opinions differ.

Conscience clause in Presbyterian schools.

It has been seen already that the parochial school partakes of the character which is common to all Presbyterian schools, of being entirely undenominational as respects the attendance of scholars. In this respect there never has been in Scotland any material difficulty arising from what is called the religious or conscience element. So long ago as 1829 the Education Committee of the General Assembly reported that ' the teachers had been directed not to press ' on the Roman Catholic children any instruction to which their ' parents or their priest might object, as interfering with the principles of their own religion.' In 1832 the same Committee again recur to the subject, and state that ' by this toleration these Protestant ' schools have been everywhere acceptable and attractive to the Catholic population.' Moreover, in the case of all Presbyterian schools established under the Committee of Council, the feu-charters contain a conscience clause. By these means security is given to parents that their children may absent themselves at the time of religious instruction. Such at present is the tolerant system pursued in all the Presbyterian schools. In some of the Episcopalian schools, however, it is otherwise. According to Mr. Sellar, the rule in most of these schools is that the children should not be compelled to learn the church catechism ; but in two of them it was held to be incumbent, and in one attendance at chapel was also deemed necessary. In this school, which derives aid from the Parliamentary grant, and in which there were 92 on the roll, there were only 19 Episcopalians. In the other school, out of 98 on the roll, only 33 were Episcopalians. The contrast between the conduct of the managers of the various denominational schools becomes more striking, when

Otherwise in Episcopalian schools.

it is observed that while 2623 Episcopalian and 7000 Roman Catholic children enjoy the benefit of the conscience clause in Presbyterian schools, there are 4000 Presbyterians in Episcopalian schools who enjoy no such protection. Such being the existing state of matters in some of the denominational schools in this country which derive aid from the Treasury, it seems impossible to reconcile the omission of a conscience clause with the claims of justice. We therefore think that no school ought to be entitled to any public aid unless the parents of the children who attend the school may claim the protection of a conscience clause.¹

As to the quality of the Parochial schools visited by the Assistant Commissioners, they give a table showing their comparative merits. The teaching in the chief Parochials schools is 'very good' in 6 per cent. of the schools; 'good' in 45 per cent.; 'fair' in 29 per cent.; 'indifferent' in 13 per cent.; and 'bad' in 7 per cent. In the Side-schools, it is 'good' in 31 per cent.; 'fair' in 39 per cent.; 'indifferent' in 17 per cent.; and 'bad' in 13 per cent. There are 41 per cent. of the Parochial teachers certificated, and 73 per cent. of the Side-schools uncertificated. At the same time they explain that while these results could only be taken as an approximation, they found them generally to coincide with the estimates which had been separately made by Her Majesty's Inspectors.

Quality of the Parish schools' teaching.

As regards the accommodation, the general result of their inquiries seems to be that a large proportion, 69 per cent., of the Parochial school buildings are good, while 35 per cent. of the Side-Parochial schools are bad; that in the Heritors' Girls' schools, 38 per cent. of the buildings are good, and none are bad, and that on the whole the school accommodation is larger than the number of children on the roll.

Accommodation.

After discussing the general condition of the Parish schools, the Assistant Commissioners proceed to discuss in detail the questions connected with the election of the Parochial teacher, the tenure upon which he holds office, and the superintendence under which Parochial schools are placed.

School-master.

We have already stated that the teacher is elected by the heritors and minister, and that after election he is examined by the University examiners. The Assistant Commissioners say (p. 45):—

Election and examination.

'With such a check (as this examination) upon favouritism, the electing body as at present constituted is a good one where the heritors are resident, and not necessarily a bad one where the election is left exclusively in the hands of the minister. The heritors for the most part desire honestly to get the best man they can for their own school, and by their position and education they are removed above the influence of local prejudice and village politics and animosities, so that their judgment is not warped in their selection. The minister has the special knowledge and experience of what is likely to constitute a successful teacher, and he is well aware that his parishioners hold him responsible for the appointment, and therefore, if he cares at all for their good opinion, he is certain to take all steps within his power to find out the best man to recommend to the heritors. At the same time, though it is the case that the election is almost universally an honest one, and the best Established Church candidate is generally elected, it is necessary to call attention to the fact, that though the parochial schools have been open four years to teachers of all denominations, there was only one teacher in the 164 parochial, side, and heritors' girls' schools

Teachers almost always belong to Church of

¹ See Evidence of Dr. Candlish, Dr. Guthrie, Dr. Stevenson, Mr. Hope, and Mr. Crosskey.

‘visited by us, who did not belong to the Established Church. The parochial teacher at — school was a Free Churchman. But this was the only instance in these schools in which advantage had been taken of the power to elect non-Established teachers to parochial schools.’

Minister as a manager. With respect to the position of the minister as an active manager of the parish school, the Assistant Commissioners make these observations (p. 46), which, of course, refer exclusively to the mainland:—

‘If it be granted that local supervision of some sort is necessary, it cannot be in better hands than those of the minister, provided that he is an active man, and one who honestly cares for his people, and devotes himself to their good. He knows his parishioners, and can do much to urge them to pay attention to the education of their children, to send them to school, and to keep them at it. He is always on the spot, so that if any questions should arise suddenly between the teacher and the pupils, or parents, such as do arise on points of discipline, the minister is at hand to settle them, and regulate between the parties. He is superior in position to the teacher, and in education to the parents, and is likely to be above the reach of local prejudices,—a very important point in country communities,—and is likely to deal equitably and impartially with all parties. We heard of four or five instances where serious difficulties were referred to the minister, and where his influence was most beneficial. If anything is wanted for the school apparatus, the minister is the proper person to whom application should be made, and if any one wishes advice about the education of his child, he is more likely to get it from the minister than from any one who is busy with his own everyday affairs.’

Tenure *ad vitam aut culpam*.

We have said that the parish schoolmaster holds office *ad vitam aut culpam*. The result is that after a teacher is installed in office he sometimes proves incompetent and it is extremely difficult to get rid of him. The Assistant Commissioners say (p. 55):—

‘Three or four instances came under our notice where men who passed these examinations with credit, and were men of acknowledged attainments, were found incapable as teachers.’

After illustrating these observations they continue thus:—

‘These teachers are both capable of conducting the management of a school, if they were compelled to do so by the risk of losing their situations if they failed. But besides these cases, and four of those already mentioned, there were twenty more within the districts visited by us where the parochial, side, or heritors’ female schools were inefficiently taught, and we heard of many more cases throughout the country, and of not a few where the teachers gave up teaching altogether, but still retained their position, and drew their salaries. In these cases, they retain their house and garden, and legal status, and advertise for an assistant to do their duty at a fixed salary. They themselves pocket the legal salary and fees, and thus, in the full vigour of life, they may retire with a free house and garden, and, if the fees are well paid, sometimes more than the full salary. These facts are enough to show that the tenure *ad vitam aut culpam* is liable to great abuse.’

Defects of the Act of 1861.

It was to remedy these defects in the law, and to afford facilities for getting rid of inefficient teachers, that the 14th and 19th sections of the Burgh and Parochial Schools Act (1861) were framed. The effect of these sections has already been stated.¹ In the case of immoral conduct or improper treatment of scholars, the jurisdiction, which was originally vested in the Presbytery, has been transferred to the Sheriff. But the objection to this is that the cost of proceeding before the Sheriff and the difficulty of obtaining evidence are such as to prevent any proceedings being taken. Eight or nine cases were brought to the knowledge of the Assistant Commissioners

¹ *Ante*, pp. xxix, xxx.

where the teacher was acknowledged to be unfit for his duties owing to intemperance, but no steps were taken to procure his dismissal. But further, even if the teacher is suspended, he is allowed to occupy the schoolmaster's house during the period of suspension.

If it be difficult to get rid of an immoral or dissipated schoolmaster, it is still more difficult to get rid of a teacher who is incompetent. The 19th section, the effect of which has already been stated, was intended to provide a ready means of removing him. In certain cases the master is permitted to resign with a pension; in others he may be ejected. The former provision has had the most beneficial effects. It is estimated by Mr. Middleton that nearly ten per cent. of the whole parochial schoolmasters in Scotland have already been superannuated, and where an arrangement of this sort can be made it is most satisfactory. But even in making this arrangement difficulties occur. The time of the Inspectors is so completely occupied with their regular work that they cannot be spared to undertake anything more. Besides which, both schoolmaster and heritors are sometimes unreasonable.

On the other hand, if it become necessary to enforce the law, the difficulties have hitherto been found insuperable. Indeed, in the only case where an attempt was made to put the law in operation it failed. In the first place, neither the heritors nor the Presbytery are bound to act, and even when they do act there is no specific authority given to the Inspector whereby he may enter the school; and, accordingly, in one case admittance was refused. In the next place, the Presbytery must concur in the report of the Inspector; and lastly, the heritors and minister are not bound to act upon such report. The general opinion amongst those interested in the subject seemed to be that more effectual means of removing an incompetent master must be invented.

It was urged, in the course of the oral evidence which was taken before us, that the annual examination by the Presbytery of the bounds was an important and sufficient mode of testing the efficiency of the school. The Assistant Commissioners arrived at a different conclusion. They are of opinion that the annual examination by the Presbytery is a pleasing and useful practice, and tends to increase the general interest which both parents and children take in the education of the parish. They say (p. 50) :—

‘ Throughout the country the opinion is held almost universally by teachers that the Presbytery examinations, as examinations, are useless. Efficient teachers dislike the system, and consider it dishonest, in so far as good and bad teachers in the same neighbourhood are classed in the same category, and people who cannot discriminate for themselves may be led to prefer a bad to a good school by the Presbytery reports. One parish teacher, whose school was one of the most efficient visited, put it in this way,—“ Local inspections, and “ Presbytery examinations cannot be honest, and are very disheartening to a good man. He knows that he gets just the same measure of praise as one who is recognised by all who know anything of the subject as indifferent and “ incapable.” Many teachers, both in the north and south went so far as to say that as an examination the Presbytery visit was a mere farce. “ You can “ cram the children to make a great show,” one teacher said, “ and even if they “ don’t do well, the Presbytery can do you no harm.” Here and there throughout the country, teachers did maintain that those examinations were efficient,

'but of these teachers only two can be recalled to mind whose schools were good, and they were in the same Presbytery. All, however, agreed, that though not testing as an examination, the Presbytery visit was a good thing for the school, and a pretty sight for the parents. Government inspection, on the other hand, gives a real stimulus to the teacher, and to the training of the children.

'But this opinion with regard to these examinations was not confined to the teachers. Both parents, and heritors expressed a similar view, and a few even of the clergy admitted that the examinations were of little real service, and as one Established minister put it, for three reasons: because the examiners were too near to the school, and too well known; because they had no power to enforce anything; and because they had to exercise delicacy. Our estimate coincides with these views. It is formed independently from "The Abstract of the Reports of the Presbyteries of the Established Church on the Schools examined by them in the year 1865," and a comparison of the results obtained by our examinations in several instances, with the results obtained by the Presbytery.'

Assistant
Commissioners
differ from
Presbyteries.

They then proceed to analyse cases of schools which had been examined under standards fixed by the Presbytery, and in which they found a different state of things from that which the Report of the Presbytery would have led them to expect. They end by saying, (p. 68), 'The present management of the schools is left almost entirely in the hands of the minister. When he is an active man, interested in education, the management is efficient; but in cases where the minister is careless, and everything depends upon the Presbytery examinations, the management is not efficient. The annual complimentary visit of the Presbytery is of little practical value.' They illustrate the grounds of this opinion at considerable length, and give examples of examinations in religious instruction, as well as in the ordinary branches of education of schools, which have been pronounced in the Presbyterian examination to be 'Very good' or 'Good.'

Heritors'
girls'
schools.

Before concluding this chapter, some remarks are made upon the 5th section of the Act of 1861, under which Heritors' girls' schools are established and a strong opinion is expressed in favour of separating the boys from the girls after they have emerged from childhood, and teaching them in different rooms under different teachers.

Conclusion
as to parish
schools.

On the whole, the impression produced by the description given to us by the Assistant Commissioners of the Parish schools, is that they are in a state of general efficiency, and that their condition, although susceptible of great improvement, is not unsatisfactory. But it is also quite clear that the Parochial school system is utterly inadequate in extent to overtake the work for which it was intended, and which it ought to discharge, and that, were it not at this moment largely supplemented, the education of the people in Scotland would be greatly defective.

Non-paro-
chial
schools.

The sources from which this supplementary aid is derived, irrespective of the Privy Council grants, the Assistant Commissioners next proceed to consider. These sources, in so far as they are denominational, are substantially three: the General Assembly schools, the schools maintained by the Society for the Propagation of Christian Knowledge, and the schools maintained by the Free Church. In the returns which we obtained from the Registrars, it appears that the Church of Scotland maintains 519 schools,

Statistics.

with 33,251 scholars on the roll; the Free Church maintains 617 schools, with 48,860 scholars on the roll; and the Society for the Propagation of Christian Knowledge assists in maintaining 202 schools, with 10,054. The Assistant Commissioners visited 26 General Assembly schools, 15 of the Society for Propagating Christian Knowledge, and 74 maintained by the Free Church. The schools maintained by the Episcopal and Roman Catholic communions can hardly be considered as a contribution to the general education of the country; the Episcopalians numbering 74, and the Roman Catholics 61.

The schools maintained by the General Assembly of the Church of Scotland are supported entirely by private contributions, aided, in certain cases, by the Privy Council grants. They are managed by the Committee of the General Assembly of the Church of Scotland on Education, and have no fixed or permanent endowment.

General
Assembly
of the
Church of
Scotland
schools.

The Assistant Commissioners remark (p. 70), in regard to the General Assembly schools, that there are 170 children on the roll for whom there is no accommodation. They say, 'The teaching as usual was unequal. In four or five of the schools it was quite up to the average teaching in the parish schools, and in two of these instances above it; but in none of these schools was it so high as in the best parish schools, and in none was it nearly so low as it is in the worst. It is worthy of observation with regard to the General Assembly schools, where the tenure is temporary, that there was no appearance of indolence manifested in them, and no incompetency, such as still prevails in some schools under the parochial tenure.'

The Christian Knowledge Society is a Society which was instituted in 1709 for the purpose of promoting religious knowledge in the Highlands and Islands, and is by law connected with the Established Church. The Society, however, has a permanent income, and is not dependent merely on private contribution. The Society does not take much advantage of the Privy Council grants. On these schools the Assistant Commissioners observe, 'It is impossible to form a correct estimate of the teaching in the Society's schools, as we were able only to report on seven in all; and though the teaching of four of these schools is considered good, and only one is considered bad, yet the impression left upon the mind is that, as schools, they are not quite so efficient as the General Assembly Schools, or the Free Church Schools, though the average income is very much the same as in the General Assembly Schools.'

Christian
Knowledge
Society.

The schools maintained by the Free Church are supported in the same way as those maintained by the General Assembly of the Established Church, and are dependent entirely on private contribution, with the aid of the Government grant. They had their origin in the separation which took place in the Established Church in 1843. At that time the tests were still applicable to the Parochial schoolmasters, by which it was necessary that they should belong to the Established Church of Scotland, and in consequence many schoolmasters who had joined the Free Church were compelled to give up their charges. Mainly in consequence of this the Free Church Education Scheme was commenced.

Free
Church of
Scotland
schools.

Teaching. The Assistant Commissioners examined 42 of these schools. They report thus (p. 74), 'It appeared to us that the actual work done by the Free Church schools was quite as high as that done by the average parochial schools. Indeed, if our estimates are correct, they show that in the parochial schools proper the teaching is very good, good, and fair in 80 per cent. of the schools examined, and indifferent and bad in 20 per cent.; and if the side and heritors' girls' schools be included, the proportion falls on the one hand to 78 per cent., and on the other rises to 22 per cent.; while in the Free Church schools the teaching is very good, good, and fair in 86 per cent., and indifferent and bad in 14 per cent. But on the other hand, the teaching in the best parochial schools is higher than that in the best Free Church schools. From our estimates it appears that 6 per cent. of the parochial schools are classed as very good, and 45 per cent. as good; whereas only 5 per cent. of the Free Church schools are considered in the first class, and only 36 per cent. in the second. It is only reasonable that this should be the case, when it is considered that the average salary of the one is very much higher than that of the other.' The same result on the average is reported of the school-buildings. They say, '80 per cent. of the chief parochial schools are good and fair, and 20 per cent. are indifferent and bad, but if the whole parochial system be taken, only 77 per cent. can be considered in the first class, and 23 per cent. in the second; while 80 per cent. of the Free Church school buildings are good and fair, and 20 per cent. indifferent and bad. At the same time, the best parochial school buildings are much better than the best Free Church buildings; and the worst Free Church buildings are very many degrees below the worst parochial or side parochial buildings.' Of this last remark they give two instances of schools, which they report as absolutely unfit for human habitation in any shape. The Assistant Commissioners are of opinion that, though the Free Church Education Scheme has done, and continues to do, an immense deal for the education of the country, yet the support of her schools is a great burden upon her resources and strength,—a burden which becomes heavier every year. It seems that in 1860 the Free Church maintained 621 schools, while in 1865 the number was 570. In 1860 there were 62,400 scholars, and in 1865, 61,100 scholars.

School
buildings.

Episcopa-
lian and
Roman
Catholic
schools.

The Episcopalian and Roman Catholic schools, as we have already remarked, are substantially denominational schools in the strict sense, and do not contribute materially to the education of the country districts in Scotland.

Subscrip-
tion
schools.

The Assistant Commissioners then proceed to the question of Subscription schools,—that is to say, schools supported by local subscription, as distinct from local assessments. There appear to be three modes in which these subscriptions are levied: (1.) by a system of taxation, as in the ironworks and colliery schools, in which all the people connected with the works pay at a certain rate; (2.) by a general subscription organized by the ministers and gentlemen in the district; or (3.) by subscriptions collected from the parents of the children who attend school. As to the first of

these three classes, they are managed by the proprietors and managers of the works; and of these the Assistant Commissioners visited six, which were all taught by certificated masters, and all good. As to the second class, they are managed by a committee of the subscribers, and in most cases are closely connected with the Established Church. Of these, the Assistant Commissioners found thirty-one; and, except in five cases, the result of the examination was satisfactory: in three only were the buildings bad. As to the third class, they are managed by local boards of working-men and heads of families. In the opinion of the Assistant Commissioners these schools are not satisfactory. They say (p. 85):—

‘No less than 46 per cent. of these buildings could not pass official inspection. Hence there are 1958 children crowded into rooms that give accommodation for only 1803 children.’ Such a state of things generally indicates efficient teaching. But in this particular class of schools we found the teaching the reverse of efficient. There are only eight teachers out of thirty-five who hold certificates, or 23 per cent., whereas in the two former classes 67 and 41 per cent. of the teachers are certificated. So in comparing the teaching of the different classes of schools, it appears that in this last class it is indifferent and bad in 48 per cent. of the schools examined; whereas in the first subdivision there are no schools considered indifferent or bad, and only 19 per cent. in the second.’

The Commissioners attribute this result to the mode in which the schoolmasters are elected, and to the management of the school being in the hands of the parents of the children, or boards elected by them. They proceed to give some examples of the way in which this system of election and management operates, and pronounce a very strong and decided opinion against it.

Causes of the inefficiency of such schools.

The next class of schools, which are termed Proprietary, seem to be very common in the country. The majority of them are girls’ schools, established by benevolent ladies for the purpose of educating the daughters and younger boys of the work-people. When the teacher is certificated, and there is no industrial training to be got elsewhere, these schools, which supply such education, are appreciated. But in many cases not only are the school buildings insufficient, but the teachers are indifferent. In the district visited, the Assistant Commissioners found twelve male and thirty-four female Proprietary schools, which, in their opinion, were upon the average inferior to the Parochial and Free Church schools; those for girls being even worse than those for boys.

Schools established by proprietors.

Lastly, there are the Private Adventure schools, as to which the Assistant Commissioners express themselves thus (p. 101):—

Private Adventure schools.

‘They are to be found in all the counties visited, except in Sutherland and Nairn. The great majority of these were under female teachers. Where the teachers were men, we generally discovered either that they had been parochial teachers at some time, dismissed or superannuated, or that they laboured under some physical infirmity, lame of a leg or of an arm, or, as in one case, lame of both legs, or paralysed, or hopelessly crippled; and in the few instances where they were physically competent to teach, they generally had other pursuits to follow during summer, when the

‘attendance was small. One man had been, and was, a weaver; another was engaged in herring-fishing in summer, and taught in winter; a third combined the duties of colliery clerk and militia staff-serjeant with those of a teacher; a fourth was a labourer, and a fifth had been on overseer.’

‘Out of the 50 visited, only three are in a satisfactory condition as far as the teaching goes, and in reality, only one of them can be considered thoroughly satisfactory, as the buildings of the other two are very much too small for the numbers in attendance.’ And the general conclusion is thus stated (p. 107), that such schools ‘are almost invariably detrimental both to the health and education of all the children who attend them.’

Mr. Sellar adds:—

‘It is difficult to understand the reason why any parents will be so inconsiderate of their children’s welfare as to send them to such schools: The fees are practically the same. In the parish last mentioned, at the parochial school, they are 2d., 2½d., and 3d. a week; at the Free Church school, 2d. and 3d.; at the female school, 2½d. and 3½d.; and at the adventure, 2d., 2½d., and 3d. The parents gain nothing in that respect. The stamp of children is much about the same, or at least is not so different as to introduce the element of caste, and there is no other reason to suggest, as the schools are all close to each other, except compassion and want of knowledge or interest in the use of education at all.’

Conclusion
as to non-
parochial
schools.

It thus appears that, while a very large amount of substantial and efficient education is furnished by the voluntary efforts of the Established Church, the Free Church, and by undenominational schools, the efficiency is very unequal, and the whole system, especially that maintained by the Free Church, which is purely voluntary, cannot be relied upon in the individual localities as permanent.

Perman-
ence of
Free
Church
schools.

On this subject we may remark, that while we do not doubt that in many cases the Free Church schools have been found a heavy burden on the resources of the denomination, there is no reason to think that, while matters remain in their present state, the system is at all likely to be abandoned. For although, since the abolition of the test in 1861, the number of schools maintained by the denomination has decreased, their number is still in excess of those maintained by the General Assembly of the Established Church. Probably to some extent the institution will be maintained. At the same time, we are of opinion that, as a guarantee for the education of the people in individual localities, the permanence of such schools must be looked upon as precarious.

The Assistant Commissioners have appended to their Report statistical tables, which will indicate to what extent the schools in question supply education to the people in Scotland. We refer, without further remark, to the very full and interesting Report of the Assistant Commissioners on Infant and Evening schools, schools for imbecile children, and Reformatory schools, to which, for the present, we need not further advert.

The sixth chapter of the Report deals with the question of the Privy Council grants and the Revised Code; and we have devoted a special chapter to this branch of the subject.

There is no reason to think, from the facts reported by the Assistant Commissioners as to the rural districts, that the operation of the Privy Council grants in multiplying unnecessary schools operates to any very general extent. That there are many instances of this is unquestionable, and the system under which, prior to the Revised Code, these grants were distributed, was in many instances unnecessarily lavish and out of proportion either to the good bestowed or the wants which required to be supplied. But, on the whole, it does not appear that there are many schools so placed as not to be required by the exigencies of the neighbourhood. It very clearly appears, however, on the one hand, that the system of Government Inspection has produced the most salutary effect on the character of the inspected schools, and that, on the other, the Revised Code in its general aspect would remove some of the difficulties and inequalities which the system has hitherto produced.

As regards the effect and operation of Government Inspection, the following tables may be held to be conclusive:—

RESULTS OF TEACHING WHERE TEACHERS HAVE GOVERNMENT CERTIFICATES.

Description of Schools.	Total No. of Schools.	Certificated Masters.	Certificated Mistresses.	TEACHING.					Schools not Examined.	Total Schools with Certificated Teachers.
				Very Good.	Good.	Fair.	Ind.	Bad.		
Parochial, ...	130	53	..	5	24	10	2	2	10	53
Side do., ...	26	7	..	..	4	2	..	..	1	7
Female do., ...	8	..	6	..	1	1	1	..	3	6
General Assembly, ...	26	14	2	..	5	3	2	..	6	16
Christian Knowledge Society, ...	15	1	2	..	2	..	..	..	1	3
Free Church, ...	74	37	2	2	13	11	..	..	13	30
Episcopal, ...	9	6	1	..	2	1	2	..	2	7
Roman Catholic, ...	4	..	2	..	..	1	1	..	..	2
Subscription, ...	67	20	9	..	9	9	3	..	8	29
Infant, ...	8	..	3	..	2	..	..	..	1	3
Endowed, ...	14	4	..	..	1	2	..	..	1	4
Proprietary—(Boys'), ...	12	5	..	..	1	3	1	..	..	5
Do. (Girls'), ...	34	..	14	..	6	3	..	..	5	14
Private Adventure, ...	50	..	1	..	..	..	..	1	..	1
Miscellaneous, ...	7	3	..	..	1	1	1	..	..	3
	484	150	42	7	71	47	13	3	51	192

¹ Maxwell and Sellar, p. 128.

RESULTS OF TEACHING WHERE TEACHERS HAVE NOT GOVERNMENT CERTIFICATES, AND ARE NOT UNDER GOVERNMENT INSPECTION.

Description of Schools.	Total No. of Schools.	Masters.	Mistresses.	TEACHING.					Schools not Examined.	Total Schools not Inspected.
				Very Good.	Good.	Fair.	Ind.	Bad.		
Parochial, ...	130	77	..	1	19	18	10	5	24	77
Side, do., ...	26	19	..	..	3	7	4	8	2	19
Female do., ...	8	..	2	..	..	2	..	..	..	2
General Assembly, ...	20	7	3	..	3	2	..	..	5	10
Christian Knowledge Society, ...	15	10	2	..	2	2	..	1	7	12
Free Church, ...	74	80	5	..	2	8	5	1	19	35
Episcopal, ...	9	2	..	..	1	1	..	..	..	2
Roman Catholic, ...	4	2	..	..	..	..	2	..	..	2
Subscription, ...	67	28	11	..	5	12	8	4	9	38
Infant, ...	8	..	5	..	..	1	1	1	2	5
Endowed, ...	14	7	3	..	..	2	1	2	5	10
Proprietary—(Boys'), ...	12	7	..	..	1	1	2	..	4	7
Do. (Girls'), ...	34	..	20	..	1	4	2	5	8	20
Private Adventure, ...	50	13	37	..	3	10	0	14	16	49
Miscellaneous, ...	7	3	1	..	1	..	..	1	2	4
	484	205	89	1	40	70	41	37	103	292

It appears that out of 484 schools the teaching was thus classified :—Of 192 certificated schoolmasters and schoolmistresses, the teaching was very good in 7; good in 71; fair in 47; indifferent in 13; and bad in 3; while out of 294 uncertificated masters and mistresses, a much larger number, the scale of efficiency stood thus :—Very good, 1; good, 40; fair, 70; indifferent, 41; bad, 37. It thus appears that in the schools taught by certificated teachers, 5 per cent. are very good; 51 per cent. good; 33 per cent. fair; 9 per cent. indifferent; and 2 per cent. bad; while with respect to the schools where the teachers are not certificated, 5 per cent. are very good; 21 per cent. are good; 37 per cent. fair; 22 per cent. indifferent; and 19 per cent. bad. There can therefore be no doubt whatever that the system of Government Inspection, as pursued by the Privy Council, has been of the greatest possible benefit to the schools, and to the general education of the country. But, then, in the 484 schools on which the Assistant Commissioners report, not one half were under inspection; and it remains to be considered on what terms and under what conditions it will be desirable to increase and improve this system.

This subject is so fully discussed hereafter that it is unnecessary to discuss it further at present. In the meantime we subjoin the conclusions at which the Assistant Commissioners arrived on this branch of their inquiry. They are as follows :—

(1.) That the difficulties raised by the Privy Council as to the conditions upon which they give building grants for new schools tend to embarrass country managers; and the rigid adherence to their conditions in all cases, though occasionally a wholesome check upon the erection of unnecessary schools, might sometimes be relaxed with advantage.

(2.) That the principle upon which annual grants are given, viz., that the existence of an efficient school proves the necessity of that school, is not an economical one. It leads to the support of unnecessary schools, which, but for the Council grant, would not exist.

(3.) That great uncertainty prevails as to how far teachers may hold other

Result of
Inspection.

positions, and be engaged in other employments besides that of teacher, and receive annual grants.

‘(4.) That the regulation in the New Code, by which it is to be enacted that there must be a sewing-mistress in every school receiving Government money, may press heavily upon some teachers and parishes, and will have the effect of multiplying sewing-mistresses to an unnecessary extent.

‘(5.) That the system of Government inspection, as introduced by the Privy Council, has proved most beneficial to all schools that are subjected to it. This is the opinion of all who have had experience of it. If possible, it should be extended to every school that has any claim to a public existence in Scotland.

‘(6.) That the principle of the Revised Code, viz., the individual examination of every child in every school, and paying according to the result of this examination, should be maintained in all inspected schools.

‘(7.) That certain modifications should be introduced into the enactments of the Revised Code before it is finally adopted in Scotland.’

After discussing at some length the operation of the Dick, the Milne, and the Ferguson Bequests, the influence of which, especially the Dick Bequest, has been of very great local importance, the Assistant Commissioners devote a chapter to the training of teachers,¹ and the manner in which the various subjects are taught in schools in the rural districts. The general result is thus summarized by them:—‘The results arrived at in this chapter are, that the combination of University and Normal school training is distinctly the best education for a teacher, and it is desirable that there should be in every school of any importance, one master who has been two years at least at some university, and has been also instructed in the art of teaching at one of the Normal schools. That the system which permits a teacher to hold several offices, in addition to that of schoolmaster, is a bad one. But if it is to be discontinued, it will be necessary to increase the teachers’ salaries, which are far from too large at present. That pupil-teachers are serviceable in large schools, if well selected and properly looked after, but they are of little value in small schools. That religious instruction, both in Bible history and Catechism, is very indifferently given in the majority of schools. The secular instruction is very unequal. In inspected schools it is generally above mediocrity, and in some it is good, but in the great majority of uninspected schools it is below mediocrity.’

The Assistant Commissioners abstract into two tables the results of the state of education as they found it in the parishes which they visited. For the sake of clearness we extract these tables here:—

¹ See Chapter on School Buildings, Teaching, and Teachers, p. cxli, *post*.

DESCRIPTION OF SCHOOLS.	Number of Schools.	BUILDINGS.				SCHOLARS.			MASTERS.		PAID MISTRESSES.		ASSISTANTS.			TEACHING.					Schools not Examined.
		Good.	Fair.	Indifferent.	Bad.	Accommodation for at 8 sq. ft.	On Roll.	In Actual Attendance.	Certificated.	Not Certificated.	Certificated.	Not Certificated.	Assistants.	Pupil-Teachers.	Monitors.	Very good.	Good.	Fair.	Indifferent.	Bad.	
1. Parochial,.....	130	90	14	14	12	12,707	10,865	8,742	53	77	8	33	20	26	6	6	43	28	12	7	34
2. (1.) Side,.....	26	11	4	2	9	1,358	1,274	1,017	7	19	...	5	...	...	...	...	7	9	4	3	3
(2.) Female do.,.....	8	3	4	1	...	592	683	543	...	...	6	2	...	4	...	...	1	3	1	...	3
3. General Assembly,.....	26	11	9	6	...	1,911	2,081	1,654	14	7	2	17	1	8	5	...	8	5	2	...	11
4. Christian Knowledge Society,	15	5	6	1	3	747	564	460	1	10	2	5	...	1	...	...	4	2	...	1	8
5. Free Church,.....	74	36	23	8	7	6,134	5,459	4,558	37	30	5	28	3	21	6	2	15	19	5	1	32
6. Episcopalian,.....	9	7	2	...	...	759	716	560	6	2	1	5	...	4	...	...	3	2	2	...	2
7. Roman Catholic,.....	4	2	1	1	...	268	236	138	...	2	2	...	...	2	...	...	...	1	3	...	...
8. Subscription,.....	67	23	18	9	17	4,865	5,320	4,286	20	28	12	26	6	17	2	...	14	21	11	4	17
9. Infant,.....	8	4	2	2	...	675	733	553	...	...	3	5	...	5	...	...	2	1	1	1	3
10. Endowed,.....	14	8	3	3	...	994	750	565	4	7	...	4	2	2	...	...	1	4	1	2	6
11. (1.) Proprietary, (Boys'), ..	12	9	3	...	...	716	603	465	5	7	...	4	...	3	...	...	1	4	3	...	4
(2.) Do. (Girls'), ..	34	17	7	5	5	1,676	1,588	1,316	...	...	14	21	1	6	...	...	7	7	2	5	13
12. Private Adventure,.....	50	5	12	5	28	1,558	1,959	1,590	...	13	1	38	4	...	...	...	3	10	6	15	16
13. Miscellaneous,.....	7	5	1	...	1	631	625	524	3	3	...	2	...	...	...	...	2	1	1	1	2
	484	236	109	57	82	35,591	33,451	26,971	150	205	51	195	37	99	19	8	111	117	54	40	154

CENTESIMAL ABSTRACT OF TABLES.

SCHOOLS.		Percentage of different kinds of Schools.	Centesimal proportion of Buildings which are				Centesimal proportion of Masters who are		Centesimal proportion of Mistresses who are		Centesimal proportion of Schools examined, in which the Teaching was					Centesimal proportion of Schools	
			Good.	Fair.	Indiffer-ent.	Bad.	Certifi-cated.	Not Cer-tificated.	Certifi-cated.	Not Cer-tificated.	Very good.	Good.	Fair.	Indif-ferent.	Bad.	Examined.	Not Examined.
1. Parochial, ...		26.9	69.2	10.8	10.8	9.2	40.8	59.2	8.3	91.7	6.2	44.8	29.2	12.5	7.3	73.8	26.2
2. (1.) Side do, ...		5.4	42.3	15.4	7.7	34.6	26.9	73.1	...	100.0	...	30.4	39.1	17.4	13.1	89.5	11.5
(2.) Female do, ...		1.7	37.5	50.0	12.5	...	...	...	75.0	25.0	...	20.0	60.0	20.0	...	62.5	37.5
3. General Assembly, ...		5.4	42.3	34.6	23.1	...	66.7	33.3	10.5	89.5	...	53.3	33.3	13.4	...	57.7	42.3
4. Christ. Know. Society		3.1	33.3	40.0	6.7	20.0	9.1	90.9	28.6	71.4	...	57.1	28.6	...	14.3	46.7	53.3
5. Free Church, ...		15.3	48.7	31.1	10.8	9.4	55.2	44.8	15.2	84.8	4.8	35.7	45.2	11.9	2.4	56.8	43.2
6. Episcopal, ...		1.8	77.8	22.2	...	...	75.0	25.0	16.7	83.3	...	42.8	28.6	28.6	...	77.8	22.2
7. Roman Catholic, ...		0.8	50.0	25.0	25.0	...	...	100.0	100.0	...	...	...	25.0	75.0	...	100.0	...
8. Subscription, ...		13.8	34.3	26.9	13.4	25.4	41.7	58.3	31.6	68.4	...	28.0	42.0	22.0	8.0	74.6	25.4
9. Infant, ...		1.7	50.0	25.0	25.0	...	...	...	37.5	62.5	...	40.0	20.0	20.0	20.0	62.5	37.5
10. Endowed, ...		2.9	57.2	21.4	21.4	...	36.4	63.6	...	100.0	...	12.5	50.0	12.5	25.0	57.1	42.9
11. (1.) Proprietary (Boys'),		2.5	75.0	25.0	...	...	41.7	58.3	...	100.0	...	12.5	50.0	37.5	...	66.7	33.3
(2.) Do. (Girls'),		7.0	50.0	20.6	14.7	14.7	...	...	40.0	60.0	...	33.3	33.3	9.6	23.8	61.8	38.2
12. Private Adventure, ...		10.3	10.0	24.0	10.0	56.0	...	100.0	2.6	97.4	...	8.8	29.4	17.7	44.1	63.0	32.0
13. Miscellaneous, ...		1.4	71.4	14.3	...	14.3	50.0	50.0	...	100.0	...	40.0	20.0	20.0	20.0	71.4	28.6
		100.0	48.8	22.5	11.8	16.9	42.3	57.7	20.7	79.3	2.4	33.6	35.5	16.4	12.1	68.2	31.8

According to the Assistant Commissioners (p. 175), 'The conclusion to be drawn is that the elementary education of the country is, on the whole, better than was generally anticipated, but it might very easily be made much more satisfactory than it is.'

They conclude some short but important suggestions, with these observations on a National system of education:—

National system.

'The defects in the present system are, want of organization, want of supervision by some competent central authority powerful enough to make its influence felt by every individual connected with it, and want of thoroughness in the matter of teaching. Those defects can only be cured by wide, vigorous, and careful legislation. The re-organization of the schools in Scotland, and the erection of new schools wherever they are wanted, is not a task to be undertaken unadvisedly. But the task must be undertaken and carried through, if the machinery is ever to be effective.'

And again:

Want of a central authority.

'At present there is no competent authority to initiate, to administer, or to superintend. Schools spring up where they are not required; and there are no schools where they are required. The buildings may be good, or they may be unsuitable. The school apparatus may be adequate, or there may not be a bench to write at, or a black-board or map throughout the length and breadth of a whole district. The teachers may be good, or they may be utterly incompetent: they may be wealthy men, or they may be starving: they may be under official supervision, or the entire management of the schools may devolve upon themselves, and they be responsible to no one. The children may attend school, or they may not attend, but grow up in absolute ignorance. All these evils are due to want of organization, and suggest the necessity of some central authority to regulate the education of the country.'

Country unanimous in favour of a National system.

'Centralization implies a national system, and when a central board with the supreme control of education is established, there is an end of all denominational and miscellaneous systems. And is there any reason why the education of a great country should be kept in an unsatisfactory state, because the clergy and the people are split up into religious sects, who, though they differ in some respects, are at one upon the necessity of education? The country, so far as we could learn from the counties and parishes visited, is all but unanimous in answering that there is no reason. People of every class, and of every religious denomination, are agreed that Scotland is fully ripe for a national system. Parents of all denominations send their children indiscriminately to schools belonging to different denominations than their own, knowing well that, in doctrine and system, the religious instruction in schools of one denomination does not differ from that given in schools of another, the Roman Catholic schools alone excepted. There is no reason on religious grounds why there should not be a national system, and there can be no reason upon any other ground. The small minority who might oppose it consists of a fraction of the present local managers of some of the schools. But the interest of those attending school is of more importance than the wishes or fears of the managers, and nothing thorough can be accomplished, except upon some universal plan, which must go beyond the present state of things.'

'The details of a national system would require very careful adjustment, but the main principles are clear. There must be a central board of management for the whole educational system of the country, and some local management for the individual schools, or for the districts or parishes. The functions of the central board should include a re-organization of the existing school system. The board should exercise the requisite supervision over all the schools, including the examination of candidates for the office of teacher, the appointment of inspectors, and the distribution of Government grants according to the result of the annual inspections. The board should take cognizance of all charges preferred against schoolmasters by the local managers, and appeals should lie to it on all questions between the teachers and the local managers.'

CHAPTER II.

THE TOWNS OF SCOTLAND.

No returns having been made by the Registrars of Glasgow, or of the other large Towns, to the inquiries in the Schedules which we issued, it became necessary to resort to some other means for procuring in this case the information required, and none seemed more likely to be satisfactory than an examination of the schools by persons qualified to perform that duty. Accordingly two of the Assistant Commissioners were directed to proceed to Glasgow, in order personally to examine the schools. There is no city in Scotland where the educational wants of the inhabitants, and the means at present available for the supply of these wants, are exhibited on a larger scale than they are in Glasgow. It was therefore thought that the facts disclosed by such an examination would supply sufficient *data* for dealing with the case, not only of that City, but of the other large manufacturing Towns throughout the country. We reserved, however, for further consideration the question whether a similar inquiry should not be directed with regard to all the Towns to which the Parochial school system is inapplicable.

Glasgow inquiry.

Object.

It is well known that there exists no legislative provision whatever for the establishment and maintenance of schools in the Royal Burghs of Scotland, if we except those smaller Burghs which form parts of parishes, partly landward and partly burghal; and a searching inquiry into what has been accomplished, apart from the parochial system, for the supply of schools in the largest, the most populous, and the wealthiest town in the country, was obviously a matter of extreme interest and importance.

No legislative provision for schools in burghs.

The Report takes the population of Glasgow to be 395,503, as stated in the census of 1861. There is no doubt that the population has largely increased since that period; but as the precise extent of the increase is not ascertained, the Assistant Commissioners, in order to avoid, as far as possible, the introduction into their Report of any vague and uncertain element, took the population as given in the census.

Population.

The number of children of school age is also taken from the census. By children of school age are meant children from three to fifteen years of age, and these amount to one-fourth of the whole population of the city.

Children of school age.

School
accommo-
dation.

Mode of
conducting
inquiry.

Plan of the
Report.

By sufficient school accommodation is meant a space of eight square feet for each child attending school.

The inquiry was conducted by personal examination of the schools. The number of children on the school-rolls, and actually attending school, is taken from returns furnished by the masters of the schools.

The Report divides the town into the ten registration districts within the Parliamentary boundaries, and gives, with reference to each district, the proportions which the numbers of the children on the school-rolls, and in actual attendance at school, bear to the whole population of the district. In order to illustrate this Report the Assistant Commissioner caused a map to be prepared, in which the boundaries of the registration districts, and the situation of the existing schools are indicated. A reduced copy of this map accompanies this Report.

The following Table sets forth these facts in a convenient form :—

AGGREGATE EDUCATIONAL STATISTICS OF THE TEN REGISTRATION DISTRICTS OF THE CITY OF GLASGOW.

Name of District.	Population in 1861.	No. of Children from 3 to 15.	No. on Roll Day.	Proportion to Population.	No. in Attendance Day.	Proportion to Population.
1. Central, ...	49,678	12,145	6,990	1 in 7.1	5,954	1 in 8.3
2. High Church, . . .	48,119	12,427	4,918	1 in 9.8	4,829	1 in 11.1
3. Bridgeton, ...	45,485	12,496	3,693	1 in 12.3	3,186	1 in 14.6
4. Calton, ...	36,625	9,009	4,095	1 in 8.9	3,592	1 in 10.2
5. Clyde, ...	29,975	6,844	2,644	1 in 11.3	2,177	1 in 18.7
6. Blythswood, ...	28,697	6,177	4,341	1 in 6.6	4,012	1 in 7.1
7. Milton, ...	33,360	8,668	4,099	1 in 8.1	3,408	1 in 9.8
8. Anderston, ...	40,945	10,120	3,999	1 in 10.2	3,309	1 in 12.4
9. Tradeston, ...	38,600	9,708	2,912	1 in 13.2	2,491	1 in 15.5
10. Hutchesontown, . .	44,019	11,173	3,557	1 in 12.3	3,162	1 in 13.9
Totals, ...	395,503	98,767	41,248	1 in 9.6	35,565	1 in 11.1

Name of District.	No. for whom Accommodation provided.	No. on Evening Roll.		No. on Evening Attendance.	Total enrolled Day and Evening under 15.	School-Roll, of all ages.	School Attendance, of all ages.
		Under 15.	Above 15.				
1. Central, ...	7,811	486	857	996	6,763*	8,333	6,950
2. High Church, ...	5,095	364	401	580	4,900*	5,683	4,909
3. Bridgeton, ...	3,456	606	890	1056	4,120	5,189	4,192
4. Calton, ...	5,261	193	380	506	4,016	4,668	4,098
5. Clyde, ...	2,506	643	182	555	3,270	3,419	2,732
6. Blythswood, ...	6,243	13	78	85	8,938*	4,432	4,097
7. Milton, ...	4,647	231	331	412	4,172	4,661	3,815
8. Anderston, ...	3,859	298	537	630	3,644	4,834	3,939
9. Tradeston, ...	2,730	12	251	225	2,685	3,175	2,716
10. Hutchesontown, . .	8,403	233	167	323	3,460	3,997	3,485
Totals, ...	45,041	3079	4024	5368	40,968	48,391	40,933

* In two of the schools in the Central District, representing 847 scholars; in five in the High Church District, representing 836 scholars; and in seven in Blythswood District, representing 1261 scholars, no ages have been specified in the Returns; but as few of the scholars in the day-schools are over fifteen years of age, they have been assumed in these instances to be under that age, and are reckoned accordingly. The assumption affects only the literal accuracy of this one column.

The Assistant Commissioners explain, that the number of children reported by them as actually attending school, falls short of

PLAN
to illustrate Report
ON THE STATE OF EDUCATION IN
GLASGOW
1866



Ward	Population	Number of Schools	Number of Pupils	Number of Teachers
I. Central	10,478	10	1,100	100
II. High Church	11,100	10	1,100	100
III. Bridgeton	11,100	10	1,100	100
IV. Galloway	11,100	10	1,100	100
V. St. John	11,100	10	1,100	100
VI. St. Andrew	11,100	10	1,100	100
VII. St. Andrew	11,100	10	1,100	100
VIII. St. Andrew	11,100	10	1,100	100
IX. St. Andrew	11,100	10	1,100	100
X. St. Andrew	11,100	10	1,100	100

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VIII. St. Andrew	11,100	10	1,100	100
IX. St. Andrew	11,100	10	1,100	100
X. St. Andrew	11,100	10	1,100	100

- Legend
- Regular
 - General School Building
 - M. House
 - Public School
 - M. House
 - M. House
 - M. House
 - M. House
 - M. House
 - M. House

the number reported by the Census to the extent of no less than 10,181 persons; and they attribute this remarkable discrepancy to the difference betwixt the modes in which they and the framers of the Census tables collected the information embodied in their respective Reports. The mode in which the Assistant Commissioners collected their information has been already described. That by which the framers of the tables for the Census acquired theirs, is described in the letter addressed by Dr. Stark to the Assistant Commissioners, printed in the Appendix to their Report.

Difference between the Census Report and that of the Assistant Commissioners.

As the discrepancy is very large, it becomes of great importance to determine whether the information supplied by the Census returns or by the Report of the Assistant Commissioners is the more accurate. Keeping in view the different modes in which the information in the two Reports was collected, we cannot hesitate in giving the preference to the Report of the Assistant Commissioners. No exception, we think, can be taken to the mode in which they conducted their inquiry, and it cannot be doubted that the masters of the various schools had the best means of knowing the exact numbers of the children attending them, and could have no motive to understate the numbers. The accuracy of the Census tables, on the other hand, depends upon that of the returns made to the framers of the tables by many thousand householders. It is scarcely necessary to point out that the chances of error, in such returns, are immeasurably greater than can occur in an inquiry conducted personally by two gentlemen of acknowledged ability and experience, and having no other motive in the matter than to arrive at the truth.

Numbers of Assistant Commissioners preferred.

We base our conclusions, therefore, upon the information in the Report of the Assistant Commissioners.

It may be right, however, to explain, that the children reported by the Assistant Commissioners as on the rolls, or as actually attending the schools in the different districts, are not necessarily all children living in the districts where they are at school. Generally, it no doubt is so; but there is, of course, nothing to prevent the children, or the parents of the children, in one district, availing themselves, as far as they think fit or find convenient, of the schools in another district. Indeed, it is apparent from the Report, that in some cases this is done to a considerable extent; and although between the districts there may be a compensating process, by which one district contributes to the schools of another as many as it receives from that other, this is not so in every case. In the case of the Blythswood district, for instance, described in the Report as 'the richest and most fashionable quarter of Glasgow,' and within which the Glasgow Academy, and no less than 22 private adventure schools, generally of a superior class, are situated, besides Sessional and other schools, it is natural that there should be a considerable concourse of scholars from several of the other districts; while the schools in these districts could present but few attractions to scholars resident in the Blythswood district. That such is the fact, however, is made pretty clear, not merely by the larger proportion which the children attending schools in the Blythswood district bear to the population of that district, as com-

Children on a school-roll do not always belong to the district in which the school is situated.

pared with the same proportion in any of the other districts, but by the more conclusive fact, that while the number of children attending school, returned by the Commissioners, is much lower than the number reported in the Census in the case of all the other districts, in the case of the Blythswood district the number returned by the Commissioners considerably exceeds the return of the Census.

The explanation no doubt lies in the fact, that while the householders in the Blythswood district returned to the compilers of the Census only the number of scholars resident in the district, the masters of the schools returned to the Assistant Commissioners all the scholars on their rolls and actually attending, whether resident in the Blythswood, or in any of the other districts of the city.

But although this may affect, to some extent, the accuracy of the tables of the Assistant Commissioners, as returns of the number of children of the several districts attending school, it in no way affects their accuracy as regards the number of children attending school throughout the city as a whole.

Various
classes of
schools.

Before proceeding further, it may be convenient to describe the educational machinery, which supplies elementary instruction to the inhabitants of Glasgow. As has been observed, the Parochial system is confined to the rural districts. In the cities and burghs of Scotland the schools are either established by private individuals for their own profit, and are accordingly called Private Adventure schools; or they are established in connexion with the congregation attending some particular church, and are called Sessional or Mission schools. Besides, there are Roman Catholic schools, Episcopalian schools, and Undenominational or Subscription Schools.

Private
Adventure
schools.

1. *Private Adventure Schools*.—Mr. John Gordon, one of her Majesty's Inspectors of Schools, thus described them to us,¹ quoting from his Report of 1845 :—

Descrip-
tion.

'The adventure school is maintained wholly upon the wages paid by pupils, at the stated terms,—weekly, monthly, or quarterly. It presents a simple case of the exchange of labour for its value. The rate of wages is what the one party chooses to ask, and the other to give. The teacher undergoes no trial of his qualifications, and generally receives no express appointment, perhaps no invitation to the office. His teaching embraces such branches of knowledge as he may himself think fit to offer, and as he may be asked to teach: it matters nothing to his right to exercise the calling with what skill he may be able to conduct it. His school is visited occasionally by the clergyman of the parish; and annually by the Presbytery of the bounds, who, if it presents anything that claims especial notice, make mention of it in their annual reports to the General Assembly. The adventure school is not always placed where other schools are wanting, or beyond their range; it often happens that the protected schools do not suffice to accommodate the whole population in their neighbourhood, or that they do not afford the instruction which is desired. But generally for this class of schools, the most populous and the least populous stations have been chosen. But when the recompense is very small and uncertain, these consequences are observed: that the teachers give a considerable portion of their time and labour to other occupations; that they are not devoted to the business of teaching with the steadiness and zeal which it requires; and that their schools are exposed to the disadvantage of a frequent change of masters.'

Statistics.

In Glasgow, of private adventure schools there are 88, with 6838 scholars, so that about 19 per cent. of the whole scholars in the city

¹ First Report, p. 5.

attend these schools. It becomes important, therefore, to ascertain the character of the school-buildings in which these 6838 scholars are educated, and the value of the instruction received in such institutions.

Speaking of those in Bridgeton, Messrs. Harvey and Grêig say:¹—

‘These schools are not alike bad, but, taking them in the aggregate, it is impossible to think of education existing under circumstances more discouraging, and even hopeless. With a solitary exception, the masters are respectable men, doing their best, perhaps, to eke out a sorry livelihood by gathering together a number of the children in the neighbourhood, and giving them an education of a truly elementary kind; but having said this, we have said all we can say in their favour. If it be imagined that, because there are eight adventure schools in the district, there can be no great lack of education, and that things are not so bad as some persons would represent, we can only say it is a delusion. Only one of the masters is a certificated teacher, but in his case his training has not proved a passport to success. Another was a Government pupil-teacher, but is not certificated. A third was in “the provision trade;” a fourth had lost his situation through the bankruptcy of his employers; a fifth was by trade a dyer, and so on. The existence of such schools, moreover, as entering largely into the supply of a district, while it pleases people with the idea that the young are receiving a satisfactory education, keeps down the demand for a system that would reach with a better devised machinery the masses of the people. We have said that these schools are not alike bad; in one respect, however, they much resemble one another in their accommodation and appointments. Rarely, if in any instance, were the premises intended for schoolrooms; they are generally low-roofed and ill-ventilated, while a few old benches are made to do duty in a variety of ways. The children were generally huddled together, and the smell in most of the places was very offensive. As our object is to lay bare the facts of the case, and to press as lightly as possible on individuals, we may be excused from furnishing such details as would at once identify the parties, and possibly injure them without any compensating public advantage. We will rather glean a few notes from our journals, written at the time of visiting the schools, and thus seek to convey a sufficient idea of the state of matters. Writing, then, of the best of the lot, we find such passages as these:—

“This school was originally a dwelling-house, and is not at all adapted for teaching purposes.” It is low-roofed, and badly ventilated. The children are ill-clad and unruly, and seem to belong to parents of the lowest class. The discipline is intolerably lax; the children running about the room regardless of the master’s authority. Examined all the classes in reading and spelling. These are the only branches taught, and certainly with no success. The methods adopted in teaching the junior pupils are such as would be employed only by one not sufficiently trained, and not thoroughly acquainted with the art of teaching.” In fact, grammatical blunders in his conversation proved the master to be an uneducated man. Taking the next school visited, we have it recorded:—“It is so badly ventilated as to necessitate the door being kept constantly open. It is attended by a poorer class of children than is to be found in the Parliamentary schools of the district. They read indistinctly, pronounced most incorrectly, and spelt miserably. Although himself a Scotchman, the master taught the children to pronounce many of the words with a truly Hibernian accent. The method of teaching the younger pupils was most absurd,—all bawling at one time, they read their lesson together, and are never examined separately.” Once more, of the school next in order:—“The children meanly clad, are densely packed together in a small, badly aired room, which is neither healthy nor comfortable. Examined the several classes in reading and spelling. They have acquired a most slovenly style, are continually blundering in pronunciation, and spell with great difficulty the easiest words of their lesson.” And yet this man in his advertisement professes to teach Latin and Greek, in addition to the ordinary branches of an English education: and concludes with the gratifying assurance that “all the tuition is conducted

Character of the Private Adventure schools in Bridgeton.

Accommodation.

“under his own active exertion, and no opportunity is lost in forming the character of the youthful mind:” all which is sufficiently absurd when we connect it with the ragged, dirty-faced little mud-larks who crowd his benches.’

‘One of the eight adventure schools of Bridgeton is an academical monstrosity, and, in a city like Glasgow, where it is a proud distinction to keep the best school, we will not stop to inquire what the distinction is which applies to keeping the worst. It is held in a dirty close near Barrowfield toll-bar, and its proprietor has kept a school in the district for thirty-seven years. He has been in various parts of the eastern suburb; and before his departure from Landressy Street, from whence he removed to his present quarters, his certificate of competency was annulled by the Inspector of Factories, and henceforth his attestations that children have been at school, to entitle them to enter factories or printfields, if they carried his own signature, ceased to bear faith. The school is kept in a dank cellar, a few steps below the gutter-run, in which, when we visited it, thirty-five children were assembled. The smell was hot, foul, and oppressive, and contact with any part of the hovel, its furniture or occupants, was pollution. A drunken fellow, apparently a seaman, a friend of the master, was lying asleep across one of the benches at which the children were seated, waited for at the door by some dissolute young women. We gave up the idea of examining the school as too absurd to be seriously entertained; and, selecting the three pupils, picked out as the farthest advanced, we found it was with difficulty they could spell the words, the pronouncing of which was hopeless. In the same wretched den, this man has an evening school, or rather a succession of evening schools, for grown lads and girls. He is widely known among the workpeople of the district, in connexion with the issue of education certificates, for which he charged or charges 6d. a piece; and he admitted that his certificates had fallen into disrepute through persons who had been ill-natured enough to assert that he issued many more than he had scholars to represent. The man is a Roman Catholic; but boasts of his independence of ecclesiastical authority. Surely the sooner that schools like this become an impossibility the better.’

The Private
Adventure
schools in
Calton.

Again, in the Calton District, the following is the description of an adventure school (p. 33):—

‘The master is a Roman Catholic, and nearly all the children belong to the same communion. He was anxious to claim for it a broader foundation; but, although parading one or two boys, who announced themselves as Protestants, it was evident that they were not in such numbers as to affect the character of the school. The schoolroom is on the area floor, and is reached from the street by a long stone stair. When visiting the place we found the master engaged, assisted by some of the bigger boys, in “flushing” the pavement with water. On entering the schoolroom, we were wellnigh suffocated with the noxious smell. In a room 27 feet by 21, and with a very low ceiling, 170 boys and girls were jammed together. It was with great difficulty a passage into the interior could be obtained; and the heat and effluvium were so overpowering, that before we could attempt anything like an examination, it was necessary to turn more than a half of the school into the street. On inquiring of the master, with a natural air of surprise, how he could tend classes where he had not room to turn his foot, he pointed to a corner, where, by displacing its occupants, he could acquire a couple of square yards of room, and in this nook we endeavoured to make ourselves acquainted with the instruction communicated. And, as might be expected, it was sorry enough. The master had been unfortunate in business, and betook himself to his present occupation, as the only one within his reach, for which his inclination and abilities qualified him. He admitted that he could not do the children justice in so confined a place, and with not even a monitor to aid him. Nevertheless, he has struggled on for several years, the number of his scholars being only limited by the extent of the accommodation. He was satisfied, he said, that, if he could afford a better schoolroom, he could gather three times the number of children he now takes charge of. Notwithstanding they are of the most ragged order, and hail chiefly from the neighbourhood of the Saltmarket, he has no pupils (he assured us) paying less than 3d., while nearly a half pay 4d. a week. This is one of the cases which illustrates the necessity

‘ of an education that will reach such children as attend this school. Swarms of them are growing up without instruction to fit them for occupations above hewers of wood and drawers of water, or to give them a taste for reading, and make it other than a drudgery and a task. We may not estimate the importance to the country and the benefit to themselves, were these hordes of neglected children,—a representative section of which we have now described,—reared in the knowledge and practice of virtue, of which a sound education forms so essential and pervading an element.’

In the Hutchesontown district we find the following specimen of an adventure school.¹— Hutchesontown.

‘ It is approached through a dirty close, and by an outside stair, and consists of two rooms, one of them occupied as kitchen, parlour, bedroom, and junior class-room all in one. In the large room, lighted by a single window, were a few crazy forms, fast going to decay; benches there were none. Both rooms were packed full of dirty ragged children, looking rosy through dirt, and evidently belonging to the very poorest families in the district. There were forty-seven present, and some of them were accommodated in the kitchen-bed. The air was loaded with noxious smells, and it was a relief to escape into the open street. The education had no reality about it. There was all the buzz and fuss of a school, but there were no results. Tried by the Revised Code, it would be annihilated. The master is an Irishman and a Roman Catholic, and he and his wife divide the labours between them—the wife having the lighter share, as she has the cooking to look after. One girl, whose capabilities he was desirous to parade, we found had only come from St. John’s Catholic School three weeks before; and a boy, who he assured us was the “qualifiedest” in his school, gave but indifferent proof of his attainments. He said he had many Protestant children at school, but the cumulative assertion shrank into a claim for one Protestant child, whose ecclesiastical descent proved on examination to be of a very doubtful kind. He is willing, and is accustomed—so he said—to teach Popery or Protestantism, by turns or together, as suited the taste of the parents. On the whole, it was a problem to us how parents should prefer a school like this to the splendid institution of St. John’s in the immediate neighbourhood, where the fees are no higher, and the instruction infinitely superior, at least in all the externals of its communication.’

Such being the character of the majority of the private adventure schools which supply education to the lower classes in Glasgow, it is difficult not to concur with the opinion expressed by the Assistant Commissioners in their Report (p. 56):— General conclusion.

‘ We can only say, for the sake of all concerned, teachers and taught alike, that the sooner private adventure schools for the lowest classes cease to exist the better.’

At all events, it is abundantly clear that if the lower classes are to be educated, it must be done by other and more efficient machinery than that of private adventure schools.

2. *Sessional Schools.* They are thus described (p. 5) by Messrs. Harvey and Greig:— Sessional schools.

‘ They are connected with the Church of Scotland and Free Church; and, in fact, a sessional school in town corresponds in the main to a parish school in the country. The sessional school is so called because it is under the management of the minister and kirk-session, who appoint the master, and control and regulate the arrangements of the school.

‘ By his agreement, the master may be dismissed on three months’ notice; but, in effect, when once appointed he remains in his situation with not much chance of dismissal. It would require either a grave offence on his part, or a serious misunderstanding between him and his managers, to cause his removal. He is left very much at liberty to direct his school according to his own mind.

‘ He is rarely interfered with. He appoints his own pupil-teachers and assistants. He fixes the rate of fees (subject even in this to very little cavil or supervision). He has his school in most cases rent-free ; and the expenses of coal, gas, feu-duty, rent, etc., are defrayed by the session. He is legally, no doubt, the *employé* of the session ; but, as a rule, his position is a manly and independent one, and he is not unduly interfered with by his managers. It is very seldom that he is paid by a fixed salary out of the general school funds arising from voluntary subscriptions, Privy Council grants, fees, and all other sources ; but his income depends largely on his own exertions and success. He is allowed to make what he can. You will find sessional schoolmasters, therefore, in Glasgow, with an income that we could wish more common—£200, £300, and £400 a year. Nearly all the sessional schools are under Government inspection. They are also subject yearly to the visits and examinations of the Presbytery. In many cases these are rather formal than real ; but they are duly maintained as a right, as a wholesome check, should need arise for interference, and to show the interest that the clergymen take in the education of the young. A sessional school has the usual equipment of all schools aided by Government. It must satisfy the Privy Council requirements as to accommodation, voluntary subscription in proportion to its grants, and other matters. It has the usual staff of assistants and pupil-teachers, and its arrangements are, in a word, those with which you are familiar in good schools. There is no fixed rule for the division of classes or ages beyond that imposed by the Old and Revised Codes. All this depends on the individual judgment of the master, whose spirit must pervade the whole school in order to its success ; and on whose inherent or acquired aptitude for systematizing and teaching everything depends. A good and well-filled sessional school is generally, if space permit, divided into three departments—initiatory, juvenile, and senior. There is no such thing in Glasgow, among the sessional schools, as an infant department, properly so called ; and we found great dislike on the part of the masters to the idea of its introduction as a branch of the general elementary school. The terms initiatory, juvenile, and senior, sufficiently explain themselves. The subjects taught are the usual subjects in elementary schools. Besides the Bible and the Shorter Catechism (with a conscience clause for all who object to this religious teaching), reading, writing, and arithmetic are the staple ; but few good sessional schoolmasters rest content with these. They aim at something higher, and you generally find a class for Latin, a few children learning French, and a tendency, at least, to encourage a taste for more than is required by the Revised Code. The children who attend the sessional schools belong to different classes. There is a greater tendency now-a-days than there once was to a separation of ranks, and the private schools (even those who have no claim but higher fees) are reckoned more “ genteel ” than others. But sessional schools are still far from being on the same footing in this respect as the national schools in England—places of education that are expressly meant to be elementary, and by enactment intended only for the “ independent poor.” This, at all events, is not their theory, nor the wish of the masters, whose ambition (whether rightly or wrongly) is to have their schools both elementary and intermediate—i.e., preparatory for a burgh school or a university. The fees are moderate, from 2d. to 6d. a week, or from 2s. to 6s. a quarter. In many of them the session arrange with the masters that a certain number of children shall be educated free. Such is a general description of these schools.’

Statistics
of Sessional
schools.

In Glasgow there are 46 Sessional school-buildings, containing 12,560 scholars, so that nearly 36 per cent. of the whole number of scholars in the city are educated in such schools. Excellent as most of the Sessional schools are, it must be observed that the large majority of the scholars, who frequent them, do not belong to the lower classes. The remarks of the Assistant Commissioners on this point (p. 140) are so important that we think it right to quote them, more especially as they form an excellent introduction to the next class of schools in Glasgow :—

‘We must add, however, that in consequence of the crowded state of many of the best sessional schools, and of the natural desire of the teachers to fill their benches with children of a superior class, there has been a growing tendency in all quarters of late years to raise the fees and to collect them monthly or quarterly. The obvious and invariable effect has been to exclude from good schools the children of the lowest orders, many of whom cannot pay more than a penny a week, and who have neither the ability nor inclination to pay a month in advance. Children thus excluded find their way to mission schools, and to a low class of adventure schools, the former generally without the accommodation or teaching-power to furnish a good education, and the latter still more disadvantageously placed in both respects. In whatever way, therefore, we view this branch of the general question, if it shall be found impossible to open the door of the sessional schools, and others occupying the same platform, to the children of the labouring poor, provision will fall to be made for assisting schools in the position of mission schools, so as at once to improve the character and amenities of these schools. Be this as it may, it seems no more than reasonable and proper in the case of schools assisted by the State, and assisted too for the very purpose of promoting the education of children belonging to the classes who support themselves by manual labour, that some effectual power should be lodged somewhere, possibly in a Central Board, to prevent the masters, with or without the concurrence of managers, raising the fees, and so excluding from the benefit of these schools those who are poor, and stand in most need of instruction.’

3. *Mission Schools*.—‘Under this head’ the Assistant Commissioners observe (p. 7),—‘we include all schools connected with churches other than the Church of Scotland, which depend on voluntary subscriptions and school pence. They are often aided by grants from a special fund. It is their characteristic that they rather seek out than avoid the poorest localities—their object being to afford the means of education at the very lowest rate to children who might be entirely destitute. The school fees are mostly 1d. or 2d. a week, paid weekly, but many children are taught gratuitously.’

In Glasgow there are 25 mission schools, with 4469 scholars, so that about 12 per cent. of the whole number of scholars in the city are educated in such schools. Statistics.

In describing those of the Calton district the Assistant Commissioners observe (p. 29):—

‘In point of management they differ little from sessional schools, only, instead of a kirk-session, we have a missionary committee; and instead of a body exercising territorial authority, we have congregational action, directed by this committee. It is in the nature of the case that the children attending mission schools are a poorer and more neglected race than those who attend other schools. The schools are set up for the very purpose of overtaking the education of poor and neglected children, and the fees (where fees are exacted) are on a scale to meet the requirements of the situation. The masters, in some instances, are not inferior to others in scholarly attainments, but they have no scope for their exercise except in teaching the rudiments of education. The best of these schools, now a Government-inspected school, is quite equal to the average of sessional schools; and, if the others are inferior, it is because they want teaching power, or are otherwise without superintendence. As they (the Calton schools) are fair specimens of the circumstances to which mission schools owe their inferiority, without presenting any extreme features about them, we may briefly describe their condition. In two of them the masters are excellent teachers,—men of zeal and intelligence; and on the other two, taught by mistresses, we may bestow the same meed of approbation. The first school, we may notice, is held in two rooms, excellently ventilated. It is attended by children of the lower orders; but, like others of a similar description in Glasgow, it is starved

‘in every direction. The teacher’s salary is £12, 3s., and, with fees, the utmost remuneration he receives is £54 per annum. He is also allowed a miserable pittance of three guineas per annum for a mistress. It is not wonderful that he requires to eke out a livelihood by keeping a small provision-shop. The school accommodation is sufficient to overtake from 90 to 100 children; but there were 194 on the roll, and 150 is about the average attendance. Notwithstanding this packing and overcrowding, he had during the season refused 200 applicants. It is impossible for any man to teach with any spirit a swarm of children under such disadvantages, physical and pecuniary. Another of these schools, situated in the Gallowgate, consists of two rooms, originally a dwelling-house, and ill-fitted for school purposes. The heat, want of light, and noise on the thoroughfare prevented the business of the school from being carried on with comfort. The place may accommodate 80 children, but 85 were present; and a class for young persons of both sexes attending the public works is held in the evening. The teacher has no assistance, and although an energetic person, it is impossible for one individual to manage with advantage an unruly little mob of children gathered from the closes of the Gallowgate. Other two of the schools, though strictly mission schools, are maintained by the liberality of a benevolent gentleman. The master of the one receives a salary of £50, besides the school fees; the mistress receives £40, besides the school fees, which, in her case, average about £12 per annum. The school is situated between Greendyke Street and St. Andrew Square, and in the immediate vicinity of the Saltmarket. The top floor of the building, appropriated for the master’s school, is large and commodious, and capable of containing 135 children. There were only 60 present on the day of examination. The master has no assistant,—not even a monitor; and the progress made by the scholars was most unsatisfactory. The two under floors are capable of containing about 180 pupils. There were 135 present. The upper of the two floors is ill-ventilated; and the under one is ill-lighted and badly ventilated, and altogether uncomfortable, and was never intended to be used as a schoolroom. The children, like those under the master, were poorly clad and very unruly. The education was by no means satisfactory. The mistress is assisted by three monitors, each aged about ten years. Her want of success does not arise from want of zeal or attention, but from the nature of the case. When engaged in one class, she sets the rest of the school to sing a hymn or chant, while she contrives never to be so engrossed with her labours as to be unable to lend an ear to the music, and to throw in a casual note by way of adding momentum to the lagging choristers. Added to this, she no sooner leaves the classes on one floor to superintend those on another, than numerous embassies arrive from the deserted youngsters to complain of all kinds of ill-usage, while the improvised monitors are in despair. We were literally hoarse in the attempt to examine the classes and to keep up a conversation with the mistress. She, however, revelled in the turmoil; and, with an exuberance of spirit that carried her through every difficulty, rejoiced in the reputation of her classes for beginners, which exposed her to importunities from parents to receive their children, that it pained her to be compelled to resist. The only perceptible variety in her method, however, consisted in affecting a joyful surprise when any of her pupils stumbled upon a correct reply, which, to our minds, rather suggested that accuracy was exceptional, and blundering the normal condition of the school. She has generally a few Catholic children, but finds no difficulty in communicating religious instruction to all the pupils, and her piety and earnestness may be expected to give to this instruction that prominence which assuredly it receives. In another of the mission schools, already referred to, in questioning the master as to the “religious difficulty,” he said he had never discovered it. He had twenty Roman Catholic children, notwithstanding his vicinity to St. Mary’s Schools, taught by the Marist Brothers; but, except in one or two instances, in which the parents wished the children to be relieved from the Shorter Catechism, he had never been interfered with one way or another.’

Religious
difficulty.

‘Surveying these schools,’ say the Assistant Commissioners (p. 31), ‘it is impossible to return from their examination without a

‘ strong feeling of the desirableness of a national system that would effectually and efficiently relieve many of them of their labours.’

As we have observed with respect to the Private Adventure schools, so we must observe with respect to the Mission schools, if the lower classes are to be educated, it must be done by other and more efficient machinery than that of either or both combined.

4. The Episcopalian and Roman Catholic schools are generally connected with some church or chapel, and are intended to supply instruction to the poorer children, whose parents belong to these denominations. These schools educate 3743 scholars.

5. Besides these, there is one Subscription school, built by subscription, and managed by trustees, who elect the teachers; another of the same sort, in which any one paying 10s. into the treasurer’s hands is entitled to vote in the election of a teacher; and a third, in which the subscribers choose the master, and which is annually visited by a committee of directors.

6. There are the Charity schools, in which no fees are charged, but which enjoy an annual income of £13,918, and educate 2668 scholars.

There are also the Endowed schools, in which fees are generally charged, and in which, unlike the former, ‘ it is the master, and not the children, who directly benefits by the endowments.’ Omitting those in which the endowment consists merely of school buildings, it appears that the endowments enjoyed by such schools amount to £23,965. Besides which the Trades’ school has an income of £250, and there are 45 schools aided by the Ferguson Trustees.

We now proceed to state the conclusions which may, in our opinion, be drawn from the facts disclosed in the Report of the Assistant Commissioners; and, at present, we propose to confine ourselves entirely to the subject of the Elementary schools.

1. Taking the City of Glasgow as a whole, little more than one-third of the children of school-age are now attending school. The Report says (p. 128):—

‘ If we compare the number on the day-roll with the number of children of school-age, we find the following result:—

‘ Number of children of school age,	98,767
‘ Number on roll,	41,248

‘ Children not accounted for, 57,519

‘ Or, if we accept the more satisfactory test of attendance, and compare it with the number of school-age, we have—

‘ Number of children,	98,767
‘ Number attending school,	35,565

‘ Children not attending school, 63,202’

Thus the number of children in attendance slightly exceeds the third of 98,767.

2. The schools of all descriptions in Glasgow supply accommodation for less than one-half the children of school-age: but for more than the number who attend school.

As to the quantity of accommodation, the Assistant Commissioners say:—

Conclusion as to Mission schools.

Episcopalian and Roman Catholic schools.

Subscription schools.

Charity schools.

Endowed schools.

Conclusion to be drawn from the Report.

1. Little more than one-third of the children of school age attend school.

2. All the schools can accommodate less than one-half the children of school age.

‘While in every district there is a surplus of accommodation as compared with the attendance, and in one half of the districts as compared with the school-roll, yet were the number of children at school who are of school-age, the accommodation would fail to yield school-room for one half of those requiring it. Or, to be exact,—

‘Children of school-age,	98,767
‘Accommodation provided for	45,041
‘Deficiency,	53,726’
‘Children in attendance,	35,565
‘Accommodation,	45,041.’

So far, therefore, as the mere *quantity* of accommodation in buildings designated as ‘schools’ is concerned, it seems to be sufficient for the children who are now attending them, but it is lamentably deficient if all the children were present who ought to be present. The *quality* of the education supplied is a different question, to which we shall direct attention presently.

Voluntary
system has
failed.

In the meantime, we observe that these facts furnish conclusive proof, that the voluntary system has hitherto proved utterly inadequate to effect the education of the masses of the population congregated in large towns.

As far as the principle of supply and demand can operate in such a matter, it might be expected to operate in Glasgow as fully as anywhere, and it has done so. There is no want in that city of schools where an education of a high class can be got, at an adequate price, by those who wish for it.

But more than this. There is no reason to doubt that Christian zeal and benevolence have operated as freely in Glasgow as they can be expected to do anywhere in providing a sound education, well adapted to the real wants of the lower orders. Sessional schools, under the management of the kirk-sessions of the Established and Free Churches, are to be found in every district, and, with few exceptions, are admirable schools. There are, besides, many endowed and Free or Charity schools in the city; and all of these, as well as the Sessional and Mission schools, are doing much good. But all of these schools are far short of providing the necessary accommodation for the numbers who ought to be at school; and there is nothing to supplement them but Private Adventure schools, which will no doubt be always furnished; in such a place as Glasgow, in any number necessary to supply, and of a quality suitable to, the wants of those who are able and willing to pay for education. But such schools are, in the nature of things, a totally inadequate means of providing for the wants of those who are indifferent about education, and who will not or cannot pay for it. Adventure schools for the education of the children of the lowest class of the people are, in fact, bad speculations; and all the evidence collected by the Assistant Commissioners goes to show, that where they exist, they generally have about them all the marks of bad speculations, being indeed miserably bad schools. And thus it is, that although, when taken along with the other schools already adverted to, there is, throughout the city, more than enough of school accommodation for the scholars actually attending school, nearly two-thirds of the

children of school age are attending no school. And 'what are these neglected children doing, then, if they are not at school?' is the pertinent question asked by the Assistant Commissioners (p. 36). 'They are idling in the steets and wynds, tumbling about in the gutters, selling matches, running errands, working in tobacco shops, cared for by no man, with parents or guardians over them who would resent as an impertinent interference every care or sympathy that expressed itself in any other way than a gift of money, or of clothes, or bread.'

This passage occurs in the account of the state of the Clyde district of the city, but, although not perhaps to the same extent, it is true of most of the other districts of the city.

3. The existing schools are unequally distributed throughout the city, and of very unequal merit even in the same districts. The first part of this proposition is apparent from the accompanying map; but further, it is well illustrated by comparing the state of matters in the Blythswood district with that which obtains in such districts as Anderston on the north, and those of Tradeston and Hutchesontown, on the south side of the river.

In the Blythswood district, there is more than sufficient accommodation, in good schools, for all the children of school age in the district.

In the Tradeston and Hutchesontown districts, school accommodation is provided for less than one-third of the children of school age, and in the Anderston district for little more than one-third.

Moreover, owing, probably, to defective parochial arrangements, the Sessional schools on the south side of the river are comparatively few in number, and of inferior character, as compared with those in most of the other districts.

In order to illustrate the second proposition, namely, that the schools in Glasgow are very unequal in merit, we append the following Tables:—

TABLE NO. I.

No.	Name of District.	GOOD SCHOOLS.			INDIFFERENT SCHOOLS.			BAD SCHOOLS.		
		No. of Schools.	No. of Scholars on Roll.	No. of Scholars in Attendance.	No. of Schools.	No. of Scholars on Roll.	No. of Scholars in Attendance.	No. of Schools.	No. of Scholars on Roll.	No. of Scholars in Attendance.
1	Central,	33	5,954	5,224						
2	High Church,	20	3,955	3,507	3	257	210	3	779	520
3	Bridgeton,	8	2,511	2,148	...	...	...	8	963	822
4	Calton,	12	2,794	2,469	5	687	583	6	495	405
5	Clyde,	8	2,234	1,849	5	759	633	6	542	490
6	Blythswood,	30	4,341	4,012	2	280	224	2	130	104
7	Milton,	14	2,709	2,450	...	...	...	...	...	...
8	Anderston,	19	3,788	3,127	6	1021	715	4	369	238
9	Tradeston,	20	2,245	1,960	...	...	...	2	211	182
10	Hutchesontown,	3	2,081	1,938	3	208	171	3	459	360
		4			4	584	462	4	892	762
		167	32,612	28,684	28	3796	2998	38	4840	3883

TABLE NO. II.

No.	Name of District.	GOOD ACCOMMODATION.		INDIFFERENT ACCOMMODATION.		BAD ACCOMMODATION.	
		No. of Schools.	No. of Scholars for whom Accommodation provided.	No. of Schools.	No. of Scholars for whom Accommodation provided.	No. of Schools.	No. of Scholars for whom Accommodation provided.
1	Central, .	33	7,011	3	320	3	480
2	High Church, .	20	3,980	...	...	8	1115
3	Bridgeton, .	8	2,355	5	660	6	471
4	Calton, .	12	3,682	5	1004	6	575
5	Clyde, .	8	2,203	2	228	2	75
6	Blythswood, .	30	6,243	...	...	...	...
7	Milton, .	14	3,149	6	875	4	623
8	Anderston, .	19	3,784	...	...	2	75
9	Tradeston, .	20	2,271	3	219	3	240
10	Hutchesontown, .	3	2,116	4	747	4	540
		167	36,794	28	4053	38	4194

Efficient
school ac-
commoda-
tion
wanting.

It is true that the accommodation in all the schools slightly exceeds the number of children actually in attendance. It appears from the last table that if all the children of school age were to attend school, the supply of good accommodation would fall short of the demand by 61,973 sittings: but, further, it is to be observed that, excluding the Blythswood district, which is peculiar, the *efficient* school-accommodation in the other nine districts, which comprise a population of 366,806 souls, is inadequate for the number of children actually in attendance at school.

There is accommodation in the nine districts for 30,551 scholars.
There is an attendance of 31,553 „

So that there is a want of *efficient* accommoda-
tion for 1,002 „

The Report proceeds thus (p. 130):—

Contrast of
the south
and north
sides of the
river.

‘ We cannot draw these observations to a close without remarking on the anomaly that presents itself when we view the state of education in Glasgow on the south side of the Clyde, as compared with its state on the north side. Of the 395,503 inhabitants who in 1861 formed the population of the city, 82,619, or between a fourth and fifth, resided on the south side of the river. The southern districts comprise Tradeston and Hutchesontown, where, as you will observe on perusing our remarks on these localities, education, as a whole, is of a very inferior order. But the following brief and simple statistics will show that, bad as the condition of Glasgow is, indifference to the blessings of education reaches its culminating point in the great southern suburb; and, of course, in proportion as the average deduced from the aggregate swells unduly the amount of and provision for education in the two districts, to the same extent it does injustice to the northern division of the town. We put the comparison thus :—

Eight Northern Districts.					Two Southern Districts.				
Number of School age.	Number on Roll.	Percentage.	Number in Attendance.	Percentage.	Number of School age.	Number on Roll.	Percentage.	Number in Attendance.	Percentage.
77,886	34,779	44·6	29,912	38·4	20,881	6469	30·9	5653	27·0

‘ or, putting the matter in another form, the southern side of the river, to equal the average of the north side, ought to have on the school-roll 9381 children, instead of which it has 6469 ; and it ought to have an attendance at school of 8019, instead of which it has 5653.

‘ The worst phase of the case presents itself when we compare the school accommodation on each side of the Clyde. The northern districts, with their 77,886 children, provide schools for 38,908 ; if the southern districts, with their 20,881 children, supplied accommodation in the same ratio, they would provide for 10,302—instead of which they only provide for 6133, or almost a half of the very inadequate supply elsewhere. In all the calculations, moreover, we have brought into account the contribution to teaching and accommodation by every school in the two districts—good, indifferent, and bad—for we feared lest, if the minimizing process were carried much further, however legitimate the deductions might be, there would only be left a handful of really good schools on the south side, to represent the supply of what is truly a large, flourishing, and rapidly increasing town.’

The contrast between the northern and southern districts becomes still more striking if we consider the following facts stated by the Assistant Commissioners (p. 137):—‘ In the northern districts only 44 per cent. of the children of school-age are at school, of whom 25 per cent. are at Government-aided schools, so that 55 per cent. are not at school : while in the southern districts there are only 30 per cent. at school, of whom 10 per cent. are at Government-aided schools, so that 69 per cent. are not at school. In these calculations, moreover, the numbers on the roll are taken. Had the attendance been taken, the case would have presented a much worse aspect.’

4. One cause of the deficient school attendance is the want of schools in proper situations and with the requisite accommodation and equipments.

Another cause is the great demand in Glasgow for the labour of children within the school-age combined with the undue eagerness of parents to use the labour of their children as a means of gain, and their indifference and apathy as regards education.

There is evidence, that when a new school is opened, in a favourable situation, and properly equipped, it is speedily filled ; and something therefore might be hoped from a better and more systematic distribution of schools than prevails at present. But it rather appears that these new schools are filled by children who are withdrawn from other schools of an inferior description, and not by those who previously were attending no school. The fact seems

4. Want of good schools in proper situations. Demand for labour of young children, and selfishness of parents.

to be, that parents, really desirous of having their children educated, will send them to any school rather than to none. They will prefer a good school if they can get it, but if they cannot get a good school, they will make the most of a bad one. Parents, on the other hand, of the class described in the extract from the Report on Clyde district, will send their children to no school; and it is with the children of parents of this latter description that the great difficulty lies.

Tables.

We conclude this portion of our Report by two tables; the first containing a classified list of the schools in Glasgow, with the number of scholars in attendance; the second specifying the churches to which the schools belong.

TABLE I.—CLASS TO WHICH SCHOOLS RESPECTIVELY BELONG.

No.	Name of District.	Sessional Schools.	Mission Schools.	Private Adven- ture Schools.	Episcopal Schools.	Roman Catho- lic Schools.	Other Schools.	Total.
		No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.
1	Central District,	1,634	715	453	...	511	2641	5,954
2	High Church,	1,960	625	466	...	...	1278	4,329
3	Bridgeton,	851	...	601	210	641	833	3,136
4	Calton,	1,322	985	514	...	594	177	3,592
5	Clyde,	2,073	...	104	...	...	...	2,177
6	Blythwood,	531	...	1944	170	...	1367	4,012
7	Milton,	1,088	481	302	339	407	786	3,403
8	Anderston,	1,991	421	416	229	252	...	3,309
9	Tradeston,	360	670	1399	...	...	62	2,491
10	Hutchesontown,	750	572	639	...	390	811	3,162
		12,560	4469	6838	948	2795	7955	35,565

TABLE II.—CHURCHES TO WHICH SCHOOLS BELONG.

No.	Name of District.	Established Church.	Free Church.	U. P. Church.	Episcopal Church.	R. C. Church.	Other Churches.	Total.
		No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.	No. of Scholars.
1	Central,	1,634	197	374	...	511	144	2,860
2	High Church,	1,474	486	264	...	...	189	2,413
3	Bridgeton,	571	280	...	210	528	...	1,589
4	Calton,	1,323	130	122	...	594	493	2,662
5	Clyde,	1,585	488	...	...	...	...	2,073
6	Blythwood,	...	531	...	170	...	...	701
7	Milton,	1,172	580	446	339	407	...	2,944
8	Anderston,	1,220	771	421	229	252	...	2,893
9	Tradeston,	260	100	600	...	...	70	1,030
10	Hutchesontown,	...	750	572	...	390	...	1,712
		9,239	4313	2799	948	2632	896	20,877

CHAPTER III.

THE HEBRIDES AND WESTERN HIGHLANDS.

It became evident, at an early stage of our inquiry, that the state of the schools and of education in the Hebrides and Western Highlands would require to be made the subject of a special investigation. The exclusive use of the Gaelic language in many parts, and the social condition of the population, with other circumstances, rendered it expedient to consider their case separately from that of the other rural districts.

Special inquiry in Highlands.

It has been estimated that the parishes in which it is still requisite to have Divine worship conducted in Gaelic contain a population of about 300,000, but it is probable that the population of the parishes within which it continues to be the only language which is understood by a majority of the people cannot exceed 150,000, these being chiefly the 25 parishes of the Hebrides,¹ which are wholly insular, and the mainland parishes on the west coast of the counties of Sutherland, Ross, Inverness, and Argyll.

Extent of Gaelic language.

As has already been explained, the Scottish Parochial School-system proceeds upon the idea that a school in each parish would adequately provide for the elementary education of the youth within its bounds. This expectation has been realized in parishes so limited in extent, that a single school is within reach of the resident children. The parishes, however, in the district now under consideration, though little known at the time when the Parochial school system was founded, were and continue to be of such extent, that a single school could not possibly be so placed as to enable all of school-age within the parish to attend it.

Parochial system.

In the year 1803, the Act 43 Geo. III. cap. 54, recognised this fact, and by the 11th Section it was provided—

Side-schools.

‘That in case of those parishes which consist of districts detached from each other by the sea, or arms of the sea, or otherwise, as where a parish consists of two or more islands, of which there are several instances in the Highlands, North Isles, and Hebrides, or where it is otherwise of great extent or population, so that one parochial school cannot be of any effectual benefit to the whole inhabitants of such parishes, it shall be competent to the heritors and minister, if they shall see cause, on fixing a salary of six hundred merks, or the value of

¹ The islands Colonsay and Coll have recently been disjoined from Jura and Tyree and form separate parishes, so that there are now 27 insular parishes, as stated by Mr. Nicolson in his Report. We adhere to the more ancient division, as these islands are of less extent than any of the old parishes.

'three chalders of oatmeal, to be computed according to the provisions of this Act, to divide the same among two or more teachers, according to the extent and population of the parish; and these proportions, so divided, shall be paid to teachers of schools in the same way and manner, and under the same conditions, as hereafter are specified by this Act for supplying vacant parochial schools with masters; but in respect that the heritors of such parishes are to pay a higher salary, they are hereby exempted from the obligation of providing school-houses, dwelling-houses, and gardens for the teachers among whom the salary is to be divided in the manner aforesaid; and in case a difference of opinion shall arise among the heritors respecting the propriety and usefulness of such division of the salary, the same shall be submitted by petition or representation to the Quarter Sessions of the shire or stewardry within the bounds of which the parish kirk is situated; and the judgment thus obtained shall be final, without appeal by advocacy, suspension, or otherwise.'

The schools established under this clause are generally denominated *Side-schools*.

Extent and peculiarity of Highland parishes.

But this provision has been applied only in six of these 25 parishes, and considering the small amount which was available for division among the teachers, and that the heritors were exempted from the obligation of providing school-houses or dwelling-houses, this is not a cause for either surprise or regret. Taking the 25 parishes in the Hebrides, which are wholly insular, it will be found that, on an average, they are each above 80 square miles in extent; and if, instead of taking an average, any one of these parishes be taken, it will be equally evident that no school, or any number of schools which could be established by means of the maximum assessment allowed by law, could furnish the means of education to the whole population within its bounds. On the ground of extent alone, it will readily be understood that the original idea of one school for each parish is not suited to this district; and it seems to be recognised by all the witnesses that the adult population are still to a great extent unable to read or to write. The Rev. Dr. Mackay, in giving his ideas as to the educational wants of the Highlands, says—

Ignorance of the people.

'Comparing the educational condition of the mainland seaboard embraced as above with the islands, my strong and decided impression is, that the islands are very much farther behind. The insularities are numerous, more so by far than the surface breaks on the mainland seaboard. Education hitherto has less overtaken the islands; and besides insularities themselves, you will find, over the surface of most of the islands, roughness of surfaces upon individual islands, want of roads, and mountain torrents and streams, creating divisions and separations, which necessitate, if the island population is to be educated at all, a far greater number of schools in proportion to the population than is elsewhere to be met with. The island type, therefore, is the more extensive in demand for schools than the mainland type. Nor will you be safe when laying down any scheme or theory for either mainland Highlands or Islands to take distance from one locality to another, where separate schools are a necessity as an element of your theory or scheme, nor the number of the population in individual localities. For instance, there is the island of Harris, with its five inhabited tributary islands, the whole population scarcely exceeding 4000, and certainly not fewer than 17 schools would be sufficient to cause education to be positively accessible to the youth of this population, and of schools within this surface which one can strictly consider permanent, we have but one parish school.'¹

Mr. Menzies, formerly Inspector of Schools for the Society for propagating Christian Knowledge, remarks on the same subject,—

¹ Mr. Nicolson's Report, p. 155, App.

‘Taking the most destitute districts upon the west coast, Skye, the Hebrides, and the west coast of Sutherland, the education is certainly of a very low character indeed. There are several circumstances which cause this,—1st, The nature of the accommodation in the school-houses; it is very difficult to get the heritors to comply with the requirements of the Society, and provide school-houses which can be taken as at all suitable. In large parishes, of course, it becomes a very heavy burden upon them to do so. I may state one or two instances of this. The parish of Ardnamurchan, on the west coast of Argyleshire, is 90 miles long, and although the population is, I believe, under 5000, it would require an establishment of 15 schools in order to give all the children residing in the parish the means of education. The heritors are bound to support only one school in this parish. We support 3 schools in that parish; it is divided into *quoad sacra* and parliamentary parishes; and I believe there are also two parliamentary schools in the parish. Then I may mention also the parish of North Uist, which is 30 miles long by 14 broad; there is one parish school in it, and 13 others would be required to give every child the means of education. South Uist is 38 miles long; there is only one parochial school in it, and 11 schools would be required.’¹

For the purpose of procuring accurate information, Mr. Nicolson ^{Mr. Nicolson.} was appointed Assistant Commissioner to examine the schools, and to report as to the state of education in the Hebrides, and in some of the mainland parishes on the west coast.

Being a native of the district, his knowledge of the Gaelic language, and of the habits and feelings of the Highlanders, gave him special facilities for prosecuting his inquiries with success. The extent of the district and the difficulty of travelling rendered it necessary for Mr. Nicolson to confine his examination to the insular parishes, and for the detailed result of his labours we refer to his ‘Report on the State of Education in the Hebrides.’

Before proceeding further, it may be useful to define the precise area of country embraced by Mr. Nicolson’s Report. ‘The present ^{Area of country examined by him.} Report,’ he says (p. 6), ‘is entirely confined to the Hebrides, and the conclusions it embodies must be regarded as primarily applicable only to that special portion of the Highlands. That they may be held as generally applicable to the greater portion of the northern and western coast of Scotland, may, I believe, be with perfect safety assumed. But I do not consider myself warranted in putting forward anything in the way of evidence regarding localities of which I have not by personal visitation or correspondence ascertained the circumstances.’ ‘With regard to the Hebrides,’ he adds (p. 7), ‘it may be said, with very small exception, that they are in this respect homogeneous, and that any one may almost be taken as typical of the rest.’

Mr. Nicolson then proceeds to give a short sketch of the geographical position and relations of the Hebrides. ^{Map.} In order to illustrate this sketch, we have had a map prepared, which accompanies this Report.

‘Putting out of account a few islands on the coasts of Sutherland and Ross-shire, the Hebrides consist of two great groups, known as the Inner and the Outer Hebrides. The former consists of several separate groups and detached islands. The first includes Skye and its neighbouring isles, of which Raasay and Ronay are the chief. Rum, Eigg, Cannay, and Muck, composing the parish of Small Isles, form a separate group. Next comes Mull, with the neighb-

¹ 1st Report, p. 380.

‘bouring isles of Iona, Ulva, Gometra, Inch Kenneth, etc. Coll and Tiree lie apart, considerably to the west of Mull, as do Lismore and Kerrera on the east, and near the coast of Lorn. Scarba, Easdale, and the other slate islands, Seil, Luing, Shona, etc., form a group further to the south. Islay and Jura, Colonsay and Oronsay, form another and more important group to the south-west ; while Gigha and Cara lie close to the northern coast of Kintyre.

‘The group of the Outer Hebrides comprises the whole of the great chain of islands beginning with Lewis and ending with Barra, commonly called the Long Island, and extending about 130 miles, from the Butt of Lewis in the north to Barra Head in the south. The principal members of this group, besides the two mentioned, are Harris (which, though joined to Lewis, is always reckoned as a separate island, both from its being in a separate county, and from the marked difference in physical characteristics), Berneray, Boreray, North Uist, Benbecula, and South Uist. Several large islands off the Harris coast are included in the parish of that name, as is the most remote of all, St. Kilda. The nearest land to St. Kilda is not, however, Harris, as some guide-books tell, but North Uist, from which the distance is about forty miles ; from the nearest point of Harris it is about fifty-five.

‘Of the islands above enumerated, Lewis, the largest, is in the county of Ross ; the rest of the Long Island, Harris included, Skye and its pendicles, and Eigg, form part of Inverness-shire ; while all the islands south of that, together with Cannay, Rum, and Muck, are in the county of Argyre.’

It is not, indeed, necessary to follow the history of all the phases through which society in these islands has passed ; but it is important to arrive at a correct estimate of their present condition and the causes which affect it, and to ascertain with accuracy the extent to which the existing means of education are deficient.

Features of
the country.

The natural features of the district of which we now speak, the numerous intersecting arms of the sea, the rugged mountains, and rapid streams, the absence of good roads, and the limited facilities for communication, isolate the inhabitants, and have deprived them of the advantages which they might derive from intercourse with districts more advanced in agriculture and the arts. This isolation has tended very much to retard the process by which Gaelic is gradually being superseded in so many parishes, where, at no very distant date, it was the only language of the people.

Effect of
Gaelic lan-
guage.

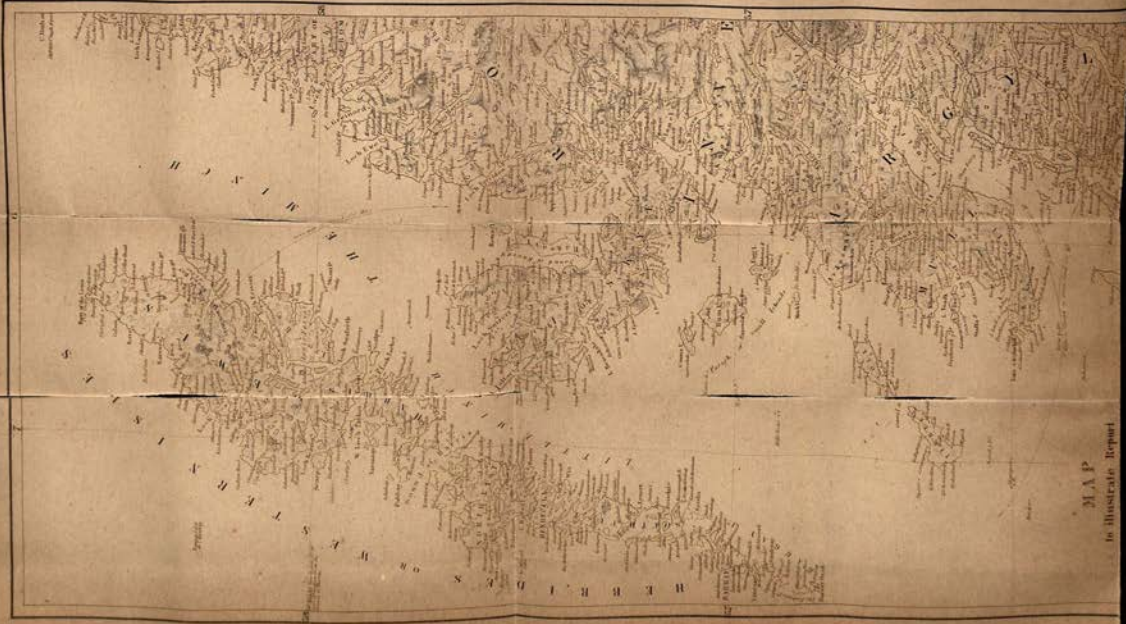
The exclusive use of the Gaelic has operated most disadvantageously against the labouring poor. Having no market for their labour in their own secluded homes, they would naturally have sought employment in other districts, had they been able to converse in the only language in which they could be understood. On this subject Mr. Nicolson says (p. 126) :—

‘They find themselves, in fact, in the predicament of dumb persons ; and their sensitiveness to ridicule often exposes them to the pain of being reckoned barbarians by persons perhaps inferior to themselves in all the elements that constitute real civility, but endowed with the precious faculty of speaking some more or less intelligible form of the English language.’

The Rev. Dr. Mackay also remarks :—

‘The want of education of the people prevents them from seeking emigration ; they rather avoid than seek it ; whereas, if they had the benefits of education for a short period, even in the present generation, they would emigrate of themselves in large numbers.’

Mr. Menzies in his evidence expresses a similar opinion :—



MAP
to Illustrate Report

MAP
to illustrate Report
ON THE STATE OF EDUCATION
in the
FEBRIDES

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' The population in some of these islands is very much too large, and the produce of the soil is not at all sufficient for their support. The means of existence of the inhabitants for a great part of the year are exceedingly precarious, and they are unable to emigrate or to go elsewhere, simply because of the fact that they are not able to speak English, and that it is in very few places that they can be useful and can obtain wages. Therefore it would seem to be a great object for the country that the means of teaching them English, and of promoting a voluntary emigration, should be introduced among them ; and it would probably be the cheapest mode in the end to give them a good English education, which would enable them to procure subsistence and high wages elsewhere rather than to stay and starve at home.'

The extreme poverty of the great majority of the insular population is undoubtedly a serious obstacle in the way of their educational improvement. This is not the place to discuss the causes of that poverty, but it is worthy of remark that the public works are of trifling importance, and employ a very limited number of hands, so that the population is dependent for its subsistence on agriculture and fishing.¹ As to the question of over-population we have no exact account of the population until the beginning of the present century. Martin, in his day, including Bute and Arran, estimated them at 40,000 souls. Dr. Webster, in the same way, in 1755, reckons the number at 52,200 ; and Dr. Walker gives 75,466 in 1791. In the 25 insular parishes now mentioned the population has varied as follows, viz. : in 1750, 39,180 ; 1771, 48,310 ; 1801, 63,654 ; 1841, 92,013 ; 1851, 87,346 ; 1861, 80,531. The particulars will be found in the accompanying tables.

¹ The following details, taken from the valuation rolls, showing the number of the separate holdings of land, together with the number paying certain sums of annual rent in each of the counties of Ross, Inverness, Argyll, and East Lothian, may be interesting.

COUNTIES.	Number of Tenants paying above £500 a year each.	Number of Tenants paying between £500 and £100 each.	Number of Tenants paying between £100 and £20 each.	Number of Tenants paying less than £20 each.	Total Number of Tenants.
Ross, ...	40	591	333	5131	6095
Inverness, . .	63	491	978	3419	4951
Argyll, ...	62	796	1086	3151	5095
East Lothian, .	153	119	63	41	376

POPULATION.														No. of Persons in 1861 for each scholar from 5 to 15 years of age.
1750.	1855.	1771.	1791.	1801.	1811.	1821.	1831.	1841.	1851.	1861.	Number of Families, 1861. separate	Number of Chil- dren from 5 to 15 years of age at School, 1861.	Number at all ages attending School, 1861.	
Scotland.....	...	...	...	1,608,420	1,805,864	2,091,521	2,364,386	2,620,184	2,888,742	3,062,294	678,584	441,166	479,856	6-94
Argyll.....	...	...	...	81,277	86,541	97,316	100,973	97,371	89,298	79,724	17,277	12,551	13,739	6-35
Inverness.....	...	...	...	72,672	77,671	89,961	94,797	97,799	96,500	88,888	19,556	11,764	13,319	7-55
Ross and Cromarty ...	...	...	...	56,318	60,853	68,762	74,820	78,685	82,707	81,406	17,976	9,534	11,049	8-53
<i>Insular Parishes:—</i>														
Barvas.....	1,775	1,995	2,006	2,233	2,165	2,568	3,011	3,850	4,189	4,609	846	304	341	15-16
Stornoway.....	1,836	1,812	2,639	2,974	3,500	4,119	5,422	6,218	8,057	8,668	1,713	1,240	1,381	6-99
Lochs.....	1,030	1,267	1,768	1,875	1,927	2,669	3,067	3,653	4,256	4,901	906	348	637	14-08
Uig.....	1,286	1,312	1,898	2,086	2,500	2,875	3,041	3,316	3,209	2,878	530	308	361	9-34
Total Lewis	5,927	6,386	7,281	8,311	9,168	10,092	12,231	14,541	17,037	19,711	3,995	2,200	2,720	9-57
Harris.....	1,993	1,969	2,536	2,996	3,569	3,909	3,900	4,429	4,250	4,183	795	463	559	9-03
North Uist	1,836	1,909	2,565	3,218	3,010	3,863	4,603	4,428	3,918	3,959	755	465	509	8-51
South Uist.....	1,958	2,209	2,180	3,450	4,595	6,038	6,890	7,333	6,173	5,358	1,055	490	583	10-98
Barra.....	1,285	1,150	1,395	1,604	1,925	2,114	2,303	2,097	2,363	1,873	379	217	235	8-53
Total Long Island.....	7,072	7,237	8,225	10,808	12,526	14,371	17,221	17,490	18,553	16,214	2,984	1,635	1,836	9-39
	12,999	13,623	15,506	19,119	21,694	24,463	29,452	32,031	35,590	35,925	6,979	3,835	4,556	9-49

Kilmuir	1,581	1,581	1,900	2,500	2,555	2,752	3,387	3,415	3,625	3,177	2,846	609	300	338	9-48
Suizort	1,370	1,627	1,700	1,808	2,144	2,275	2,789	3,487	3,220	3,101	2,639	536	158	188	16-70
Duirnish	2,685	2,568	3,600	3,000	3,327	3,361	4,147	4,765	4,983	5,330	4,775	975	481	529	9-92
Bracadale	1,714	1,907	2,000	2,250	1,865	1,869	2,103	1,769	1,824	1,597	1,335	267	146	166	9-07
Portree	1,250	1,385	1,466	1,980	2,246	2,729	3,174	3,441	3,574	3,557	3,159	619	280	291	11-28
Strath	1,102	943	1,200	1,579	1,748	2,107	2,619	2,962	3,150	3,243	2,654	586	440	502	6-05
Sleat	969	1,250	1,868	1,788	1,903	1,986	2,608	2,957	2,706	2,531	2,330	498	296	334	7-87
Total Skye	10,671	11,261	13,734	14,905	15,788	17,029	20,827	22,796	23,082	22,536	19,748	4,090	2,101	2,348	9-39
Small Isles.....	858	943	1,157	1,339	1,543	1,547	1,620	1,005	993	916	567	180	50	55	11-34
Tiree and Coll	2,704	2,702	2,881	3,457	5,163	5,419	5,445	5,769	5,833	4,818	3,998	808	506	562	7-90
Kilninian and Kilmore															
Torosay	2,449	2,590	2,650	3,281	3,601	4,064	4,357	4,830	4,335	3,954	3,453	799	467	504	7-35
Kilfinichan	979	1,012	1,200	1,733	1,764	2,114	2,288	1,889	1,616	1,361	1,380	303	234	253	5-89
Kilfinichan	1,616	1,685	1,676	3,002	3,174	3,205	3,967	3,819	4,113	3,054	2,518	519	434	475	5-80
Total Mull, Iona, &c....	5,044	5,287	5,526	8,016	8,539	9,383	10,612	10,538	10,064	8,369	7,331	1,621	1,185	1,232	6-45
Jura and Colonsay	1,097	1,097	1,436	1,858	2,007	1,943	2,168	2,205	2,299	1,901	1,650	312	247	299	6-68
Kildalkon.....	...	...	...	...	1,990	2,269	2,427	3,065	3,315	3,310	2,956	612	499	543	5-92
Kilchoman	...	...	...	...	2,050	3,131	3,966	4,822	4,505	4,142	3,436	706	550	600	6-24
Killarow.....	...	...	...	...	4,324	4,635	5,778	7,105	5,782	4,862	3,969	891	635	695	6-25
Total Islay.....	5,344	5,344	7,500	9,500	8,364	10,035	12,171	14,992	13,602	12,334	10,361	2,209	1,684	1,838	6-15
Gigha	463	514	550	614	556	511	573	534	550	54	467	90	74	87	6-31
Total in the 25 Parishes	39,180	40,771	48,310	58,808	63,654	70,330	82,868	89,870	92,013	87,346	80,531	16,217	9,632	10,977	8-36

From these figures it appears that, in certain districts, neither destitution nor emigration, nor other causes, have been sufficient to arrest the progress of the population ; and during the present century the population of these parishes has increased from 63,654 in 1801 to 80,531 in 1861, or nearly 17,000 'souls. According to the census in 1861, the number of separate families was 16,217, or rather less than five individuals for each. The agricultural rental of the whole is about £100,000 per annum, payable by about 8000 tenants, of whom nearly 7000 pay for crofts less than £10 each. 6000 of this number are in Skye and the Long Island. These details may enable us to form some idea whether the agricultural produce of these parishes is capable of supporting in comfort the people who live in them.

Increased
intercourse.

Increased facilities for intercourse with other parts of the kingdom would benefit the poor, by bringing employment more easily within their reach, and accelerate their improvement, by inducing them to take advantage more regularly of the means of education.

Although the present condition of the population and of the schools is far from satisfactory, there has, in recent years, been in many parts a very marked improvement, and increased facilities for intercourse have been provided simultaneously with an increased supply of the means of education. It is not more than twenty years since steam-vessels began to ply regularly between the Clyde and the Long Island. It is not more than forty years since steam communication with any part of the Hebrides was first established, and the want of schools prior to that period was comparatively greater than their lack of facilities for travel. It was only in the year 1802 that the whole Bible was first published in Scottish Gaelic, and the cost of the volume was so great as to place it beyond the reach of the poor. It was only in 1811 that the Gaelic School Society started on its benevolent design of teaching the people to read the Bible in their native tongue, few of them then being able to read at all. Since that year the number of schools in the islands must have been tripled.

Mode of
teaching
English.

The remarks of Mr. Nicolson on the mode usually adopted in teaching English to children, whose mother tongue is Gaelic, and who use this language exclusively in their everyday life, well deserve the attention of the managers of schools, and especially of those who have to select the teachers for schools in places where Gaelic is spoken. It may not be essential that a teacher should be able to give instruction in Gaelic, when he is appointed to the charge of a school in which a majority of the children can understand and speak English ; but it seems obvious that, in districts where Gaelic alone is understood, the teacher should be able to communicate with his pupils in a language the meaning of which they can comprehend. In the former case, the children who do understand English are able to help the teacher in communicating with their Gaelic-speaking companions, while in the latter the teacher has no medium for the instruction of his pupils. It is a mistake to overlook the difficulties of the scholar who is sent to learn what is to him a foreign language without having first

acquired the art of reading his own. In districts where English is the vernacular, it is difficult enough for the teacher to make the children of illiterate parents apprehend the meaning of the language of books, so different is it from the dialect which they speak; how much more difficult must the task be when the thing to be taught is not merely a different dialect, but a foreign language.

In these circumstances it is not surprising to learn, from the evidence of the witnesses examined, that a large proportion of the adult population of the Hebrides are unable to read.

Number of
persons
who can
read.

On this subject we quote the opinions of the following witnesses from the Appendix to Mr. Nicolson's Report:—

Sheriff M'Donald, Stornoway, states,—‘Comparatively few of the parents in this island can read or write, and, generally speaking, the extent of the education of the mass of the people is, that about one-fourth part of them cannot read the Bible even in their vernacular tongue.’

The Rev. J. Strachan, A.M., of Barvas,—‘Very few of the adult population in this parish have been educated. The great mass of them cannot either read or write.’

The Rev. D. M'Master of Back,—‘They almost all read Gaelic. I do not know one head of a family who can read and write English among the whole population.’

Sheriff Shaw, Lochmaddy,—‘Of the adult population, those able to read and write are the exceptions.’

The Rev. R. M'Donald of South Uist,—‘The population of this parish have been educated only to a small extent, and do not remember much of what they have learned.’

The Rev. D. M'Coll, R.C.C., Iochdar,—‘Some of the adults have received education, but very few remember what they have learned.’

Mr. Birnie, factor in South Uist,—‘Most young people in the parish can read and write, and a few can keep accounts,—a great many, chiefly old people, are unable to read and write.’

Sheriff Fraser, Skye,—‘Many of the adults are unable to read or write, but I can't specify the proportion. Some allowance must be made for the circumstance of the language of their daily life being a different one from that in which they have been taught in school, but there is nothing else to make them forget what they have learned.’

Mr. M'Kinnon of Corry,—‘Many of the adult population are unable to read or write.’

The Rev. Dr. Mackay, in his oral evidence in reply to a question by Mr. Black, stated, ‘I think one in 50 would be about the proportion of the population in the islands who speak English.’

Mr. Nicolson, speaking of the Islands of Lewis, says truly that—

‘No calculation of percentages is necessary to illustrate the subject. The single fact that in three populations of above 2000 souls each, there are respectively only 26, 4, and 18 women able to write their own names, or a total of 48 in a population exceeding 6000, sufficiently reveals a state of matters in reference to mental culture, corresponding too painfully to the rudeness and poverty of physical circumstances already described.’

In December 1864, according to the returns obtained from the Registrars, which nearly coincide with those obtained by Mr. Nicolson, the number of children on the rolls of all the schools in the Hebrides was 12,070, and the number in actual attendance, 8,924; ‘being in the one case a proportion of one in 6.6 of the population, and in the other, of one in 9.’ But in judging of the value we should attach to the appearance of a child's name

Statistics of
education.

on the roll of scholars, the very great irregularity of the attendance in the island schools must be taken into account. Mr. Nicolson on this subject remarks,—

Irregularity of attendance. ‘The irregularity of attendance at the schools is one of the most striking and discouraging facts to be noticed in regard to them. A glance at the roll in most cases shows that the months of November, December, January, February, March, and July are the only ones in which the school can be said to be in full operation. The roll reminds one of a meteorological table, indicating the changes of the season, and with them the variations in the causes which affect the attendance.’

Causes. The ignorance and apathy of the parents are the chief causes of this great evil, but it is doubtless aggravated in many cases by inefficiency and lack of energy on the part of the teacher, as well as by the non-payment of school fees, which are exacted only to a trifling amount throughout the whole district.

Gratuitous instruction. The propriety of providing instruction gratuitously, as is now so commonly done in the islands, is very questionable. The practice has doubtless tended to lower the estimate which the parents form of the value of education. What they do not pay for, they do not value so highly as if they had to make some effort to obtain it, and though the prevalence of poverty may excuse, it does not remove, the evils which flow from this source. Children are taken from school on the most trivial grounds, and in many cases parents seem to regard the attendance of their children at a school rather as a favour to the teacher than as a boon to themselves. The system of gratuitous assistance, in education as in other things, tends also to destroy their self-reliance,—that quality of character of which they stand so much in need. If the parents had to pay a school-fee in advance, however small, they would take greater care to secure regular attendance on the part of their children for the sake of getting value for their money. It would be well, therefore, that those having the management of schools in the Highlands should unite in bringing about a change of the present practice, as a likely means of benefiting the poor themselves, and of stimulating the teachers to greater exertions on their behalf.

Importance of regularity. It seems doubtful whether it be practicable by legal enactments to secure regularity of attendance, where the parents are so illiterate, and are the chief employers of their own children. But irregular attendance is followed by so many evil consequences, that those locally interested should use every means in their power to put an end to it with the least possible delay. The number and efficiency of the schools may be increased, but so long as the attendance continues so irregular, the results cannot possibly be satisfactory.

Inadequacy of Parochial system. We have already expressed our opinion regarding the inadequate provision made by law for the maintenance of schools in parishes such as those in the Hebrides and Western Highlands.

Mr. Nicolson, after having completed his investigation, remarks in his Report (pp. 74, 75):—

‘Whatever may be imagined with regard to other parts of Scotland, it is of course out of the question that the present parish-school system, however extended, could be made available for the educational wants of this wide district.’

'In parishes of 20 or 40 miles in length, intersected by endless arms of the sea, with hilly or mountainous ridges dividing their inhabited parts from each other, instead of one or two or four schools, a dozen or a dozen and a half may be requisite. For example, the parish of Harris, the physical characteristics of which have been already described, includes outside its own rugged boundaries seven other islands, four of them with considerable populations, not to speak of St. Kilda, with its intervening ferry of 50 miles. This parish has at present 18 schools, such as they are, and the number is barely sufficient. But there is just one parish school among them all, and no side-school whatever. Plainly, no possible modification of the present parochial system could meet the wants of such a leviathan parish as that. Such parishes, however, are the rule, and not the exception, in the North-Western Highlands and Islands. It is sufficient, among many others, to name, of mainland parishes, Lochbroom, Gairloch, Lochalsh, Glenelg, Ardnamurchan, and of insular, Lochs, South Uist, Kildalton, Jura, each of extent sufficient to make a county considerably bigger than Clackmannan or Kinross. If the heritors of such parishes had to build even as many as half the school-houses required, and support half the teachers, property in the Western Highlands would soon cease to be so desirable as it now is. Accordingly, no one thinks of maintaining that the parish-school system, admirable as it is, has supplied, or can supply, the wants of the Highlands and Islands.'

There are within the Hebrides, 32 parish and side schools, and 10 Parliamentary schools, for a population numbering about 80,000, according to the census of 1861. The number of scholars on the roll in these 42 schools at the date of Mr. Nicolson's visit, was 2212 or 18½ per cent. of all the scholars in the district. The school-system, therefore, established under Acts of Parliament is obviously inadequate to meet the exigencies of the case. Its defects, however, are partially supplied by 184 non-parochial schools, supported chiefly by funds collected in other parts of the kingdom, and the majority of which have been established within the last twenty years.

There is reason to believe that the school-buildings are in a worse condition, and that the teachers are less efficient in the Highland parishes, than in the same class of schools elsewhere. Of the 42 schools, only 11 are under Government inspection,—of 26 of these which were seen and examined by Mr. Nicolson, he says, '12 are good and well furnished, 9 are inadequate in dimensions, or in need of improvement, and 5 are in decidedly bad or ruinous condition. Of the 12 good buildings, 7 have been erected within the last two or three years,—and as regards the quality of the education provided in these 26 schools,' he considered 12 to be well taught, 8 moderately, and 6 inefficiently or ill. Of the whole 42 schools, he had the best grounds for stating that 12 are in a state of comparative or total inefficiency, this being due to causes involving nothing against the character or attainments of the teacher of a kind cognisable by law.

The chief cause of this state of things is that the provision for securing adequate retiring pensions is inoperative. Mr. Nicolson says (p. 79):—

¹ 'In contrast to this, I observe that the county of Peebles has 17 parochial schools to a population of 11,300. Five of the Peebles parishes have an aggregate area of 27,252 acres, with a population of 1402. The island parish of South Uist, with an area of 92,256 acres, and a population of 5358, has one parish school, with accommodation at 8 square feet to each for 70 children.'

Examples. 'Thus in Skye, in Portree, Sleat, and Strath, the schoolmasters should have been superannuated long ago, under a healthy system of administration. These three teachers are men, I believe, rather above than below the average in talent and acquirements, and have trained many distinguished pupils, but all are long past their prime; two of them upwards of seventy years of age. The heritor of the three parishes is a minor, and those who manage the property do not consider themselves warranted in burdening it with three retiring allowances, and so the three schools and schoolmasters are left on an equal and impartial footing of decay.

Superannuation provision defective. 'That this evil must operate still more powerfully in cases such as those above cited, where the salary is subdivided among several teachers, is plain enough. Section 6 of the Parochial and Burgh Schools Act provides that the teacher of a side-school may receive a retiring allowance equal to the full amount of his salary at the date of the Act, "together with the annual value of any dwelling-house to which he may have been entitled as such schoolmaster" (which, in fact, is *nil*). But the retiring allowance of a principal schoolmaster is by section 19 provided to be only "not less than two-thirds" of his salary; and, as seen from the cases above cited, it may happen that that salary is only a fractional part of the whole school-stent of the parish, or be even less, as in one case above cited, than the share of the side-schools. Thus a schoolmaster with £15 of salary is not likely to retire while he can avoid it, on an allowance of two-thirds of that sum. With regard to this, the minister of one of the parishes above mentioned says:—"I have no remark to make as to the state of education in the parish, except that if the present teacher of the parochial school were to retire, he is an old man—the legal allowance would be inadequate for his support."

Superannuation rare. 'And so it happens, in point of fact, that in this whole district, in the thirty-seven insular parishes, civil and parliamentary, I know of only two retired parish schoolmasters. The one is at Kilfinichen, Mull, and receives an allowance of £25 a year; the other is in Harris, and has been compensated otherwise. As a general rule, they all die in harness, or at least in office.'

These are defects which urgently demand a remedy.

Act of 1861 for forcible removal of Masters. Here, as in other parts of Scotland, the provision in the Act of 1861 for the enforced removal of inefficient teachers, has been found practically inoperative, although examples might be adduced, of teachers who have continued to draw their salary for years when they had few or no scholars. It should be understood and recognised that the legal salary is provided for the purpose of securing the education of the young, and not for the benefit of the individual who may be appointed as teacher; and it is desirable that there should be a statutory enactment by which an inefficient teacher might be compelled to resign without much delay or expense.

Denominational school. Throughout this district, notwithstanding the tenacity with which the people adhere to their views in matters of religion and Church-government, the attendance at any particular school is little influenced by the religious denomination of the teacher. An able teacher attracts a comparatively large attendance of the children of all classes who live within the reach of his school, without much reference to the Church with which either he or the parents are connected.

Teachers in Parochial Schools almost all belong to the Established Church. Since the Act of 1861, notwithstanding the freedom of choice allowed by law, very few persons have been appointed as parochial schoolmasters in the Hebrides, who are not members of the Established Church. Mr. Nicolson adds, 'that the appointments in recent years have been, so far as my observation goes, otherwise unexceptionable.' This restriction of the number of candidates—the

still farther restriction which is imposed by requiring teachers to understand Gaelic—combined with the isolation of their homes, the usually small salary, the inferior accommodation, and the non-payment of school fees, explain the difficulty of procuring for such parishes the services of energetic men of good attainments. Whatever be the cause, it is to be regretted that so many of the schools, for the support of which provision is made by law, instead of being, as they ought to be, examples of excellence, should be so unfitted to accomplish the object for which they were designed.

Unhappily this deficiency in the character of so many of the parochial schools is very imperfectly compensated by the non-parochial schools which are established throughout the islands. These, as we have said, are 184 in number, and although the population of the district has derived immense advantage from the efforts made by various societies and individuals to promote education in this destitute locality, still the fluctuating and uncertain character of such efforts renders it undesirable that the schools should permanently depend upon sources so precarious.

(1.) The oldest of these societies in the Highlands is the Society for Propagating Christian Knowledge. This Society was instituted in the year 1709, for the express purpose of supplying the means of education and of religion in the Highlands and Islands, and other remote corners of Scotland, and of teaching girls the industrial branches of education.

Non-Parochial
Schools.

Society in
Scotland
for Propagating
Christian
Knowledge.

The Society has now an income of nearly £7000 per annum, £3481 of which, in 1865, was applied in aid of 249 individuals, who are the teachers of the Society; the men receiving rather under £20 per annum each on an average, and the women under £8. Although the improvement of the islanders was a special object with the founders of this Society, the sum expended in the Hebrides in 1865 was only £445, including £103 of superannuation allowances. The number of its schools indeed is very limited. Mr. Nicolson in this district found only seventeen, and their condition on the whole was very unsatisfactory. Mr. Menzies, the Inspector appointed by the Society to examine their schools, in his examination before us, expressed the same opinion. He said that 'the education in the Society's schools in the Hebrides is of a very low character indeed,' and that 'it is the exception to the rule that we have had what can be called an efficient teacher in these districts.' Such testimony, coming from persons who cannot be charged with any unfriendly bias, excites a feeling of regret that a Society endowed with funds so considerable, and instituted for the express purpose of diffusing education in these destitute districts, should have fallen so short of the design of its original founders.

It is erroneous to assume that the low educational condition of the Highland population can justify the employment of teachers who have little learning, who are devoid of energy, and who are without aptitude or training in the art of communicating instruction. When such persons are selected for schools in the Islands, there is little wonder that they become merely the recipients

of the annual allowance from the Society, and not agents for promoting the education of the young.

When the unusual difficulties which a teacher has to encounter in the Highlands are taken into account, it is evident that though it may not be necessary to seek for men of high acquirements, an endeavour should be made to obtain persons who have not only been thoroughly grounded in the elementary branches of education, and the art of teaching, but are distinguished by energy and ability to impart the knowledge which they have themselves acquired.

Gaelic
School
Society.

(2.) Another supplementary agency in promoting education is the Gaelic School Society, established in 1811, its founders having resolved 'that the only object of the Society shall be to teach the inhabitants to read the Holy Scriptures in their native language,' and 'that the most expeditious, cheapest, and most effectual method of promoting the instruction of the inhabitants of the Highlands and Islands, is the erection of circulating schools, for the express purpose of instructing them in the Gaelic language.' According to their statement, after all that had been done by the Society in Scotland for Propagating Christian Knowledge by its numerous schools, 'the Highlands and Islands continue in a state of great ignorance, and only a small proportion of the inhabitants can read in any language.' The operations of the Society were conducted on this basis for upwards of fifty years, but the directors, feeling the importance to the young of the acquisition of a knowledge of English, have latterly so far relaxed their rules that they have authorized any of their teachers who feel themselves able to give lessons in English, to do so after their pupils have learned to read Gaelic.

The teachers of this Society have hitherto been chosen with reference rather to their personal piety than to their literary acquirements, and their attention has been directed to the diffusion rather of religious than of secular knowledge. But although they have been moved every three or four years from one station to another, there can be no doubt in the minds of those who are acquainted with the Highlands, that their labours have been the means of doing much good to the population, and have stimulated that desire to learn English, which threatens soon to have the effect of superseding teachers who can give instruction only in Gaelic. The Rev. Dr. M'Kay in answer to the question, 'Do you find that the Gaelic schools are acceptable to the people?' says, 'Not now,' and again, 'I would teach it in our schools; but Gaelic schools the people won't have.'

These schools are examined annually by an inspector, who is appointed for this purpose by the Society. There are 30 teachers in the Hebrides who receive an annual salary of £25 each, the necessary buildings being provided for them. They get no school-fees in money, but the parents of the children attending their schools generally supply them with peats, and may render some other trifling services.

(3.) The next stimulus to education in the Highlands, after the establishment of the Gaelic School Society, came from the Edu-

cation Scheme of the Church of Scotland, originated in the year 1825, mainly with a view to supply schools for elementary instruction in the Hebrides, the want of which was then much felt. In 1835, the Education Committee of the General Assembly transmitted a memorial by the hands of their secretary, Mr. Gordon, to the Government of the day, asking, among other things, for a grant from the public funds towards the establishment of schools in destitute parts of the Highlands and Islands. This memorial was intrusted chiefly to the care of the late Walter F. Campbell, Esq. of Islay, M.P. for Argyleshire. These negotiations led to the passing of the Act 1 and 2 Vict. cap. 86, which provided for the payment of salaries to schoolmasters for certain districts in the Highlands and Islands which had been disunited, and formed into parishes *quoad sacra* under the Act 5 Geo. iv. cap. 90, on condition that the heritors 'of such parish or district shall at their own expense, 'or otherwise, provide' suitable school buildings. The schools erected under the provisions of this Act are those which have been already referred to as *Parliamentary schools*, and they were, and continue to be, subject to the same conditions as parochial schools, the source from which the salary is derived alone excepted, the amount of which was fixed in each case with reference to the outlay incurred in providing the buildings.

The Education Committee, in their Report to the General Assembly in 1836, mentioned that the parishes for which these schools were then asked were 'computed to contain 14,835 persons upwards of six years of age unable to read, while there remained in other parts of the Highlands at least 68,561 persons 'unable to read, and still unprovided with the means of education.'

(4.) There are 29 of the General Assembly's schools in the Hebrides. 'The usual salary is £25, with a free croft, and sometimes an addition to the salary from the heritors. 22 of the buildings are 'slated houses, mostly of two storeys, and 7 are thatched.' Taking them altogether, the school buildings 'are in better condition than 'most of the parish schools. 11 of the 29 are under Government 'inspection, a larger proportion than in any of the other classes of 'schools.' As regards the character of the education in these schools, Mr. Nicolson visited 22 of them, of which number he 'considered 9 to be in a satisfactory state of efficiency, 9 moderately 'good, and 4 very indifferent.'

(5.) In the Hebrides there are 27 Free Church schools. Of the buildings, Mr. Nicolson reports 'that 15 are good, some of them of 'the best class, and built with Privy Council aid, 6 are tolerable, 'and 6 are bad.' He visited 24 of these schools, of which he says — 'I found 12 in an efficient state, a few highly so, 8 tolerably 'good, and 3 inefficient.' Of the 12, '7 are under Government 'inspection; and of the 8, 1 is; the total number of certified 'teachers last year being 8 out of 27.'

The salary of the Free Church teachers varies, the usual allowance from the Education Committee being £12 each per annum for those who have been appointed since 1843; while such of them as lost their appointments in 1843, in consequence of their adher-

Education
Committee
of the Ge-
neral As-
sembly of
the Estab-
lished
Church.

Free
Church
Schools.

ence to the Free Church, receive from £20 to £25 each, according to the position they previously occupied, and the state of the fund at the disposal of the Committee.

Ladies'
Gaelic
School As-
sociation.

(6.) The 'Ladies' Gaelic School Association in connexion with the 'Church of Scotland' has 10 schools in the Hebrides, but as none of them are supported exclusively by this Society, they are classified with the schools of either the General Assembly or Society for Propagating Christian Knowledge, and appear as such in Mr. Nicolson's Report.

Edinburgh
F. C. La-
dies' As-
sociation
for Reli-
gious Im-
provement
of the High-
lands and
Islands.

(7.) The 'Edinburgh Free Church Ladies' Association for the Religious Improvement of the Western Highlands and Islands' was founded in 1850. The primary objects of the Association having been—1st, 'An increase of aid schools in Highland districts;' and 2d, 'To give assistance to promising young men in prosecuting their studies for the ministry.' The Association has 55 schools in the Highlands, of which 40 are in the Hebrides. The chief drawback to the usefulness of these schools as a means of promoting education in the Islands is the frequent change of the teachers,—the practice being that the student-teacher leaves his school during the winter months entirely under the charge of a substitute, while he is in attendance at the University for the prosecution of his own studies. No fees are charged, and 'the buildings are generally of the poorest description, sometimes, indeed, deplorably so.' Mr. Nicolson examined 30 of these schools, and reports, 'Out of that number I considered 14 to be as well taught within certain limits as any other schools I examined, 12 were moderately good, and 4 were more or less completely unsatisfactory, owing in every case, I believe, to the inefficiency of the substitutes.'

The Glas-
gow Free
Church
Ladies'
Associa-
tion.

(8.) The Glasgow Free Church Ladies' Association, which was founded in 1852 for objects similar to those of the Free Church Ladies' Association of Edinburgh, has 7 schools in South Uist and Benbecula, a sewing-mistress being attached to each, besides 2 female schools in other islands. The annual salary of each of the male teachers is £30, from which they pay their own substitutes.

Endowed
Schools.

(9.) There are only two endowed schools in the Hebrides, both being in the Island of Skye. The salary is £30 in each, and the teachers hold their office at the pleasure of the trustees. The condition of both of these schools on the occasion of Mr. Nicolson's visit was far from being satisfactory; there having been only three scholars present in one, and the other seemed to him 'almost entitled to the pre-eminence in badness over all I examined.'

(10.) The number of subscription and adventure schools in the Islands is so small, and they are so unimportant, that they require no special notice, the branches taught in all the schools being much the same.

Infant
Schools.

(11.) There are six schools supported by the proprietors on their own estates in different parts of the Hebrides. Two of these are for infants, being the only schools of this class in the district; the one is at Stornoway, and the other at Port Ellen, both being noticed in favourable terms by Mr. Nicolson in his Report. On physiological grounds it has been objected to the early cultivation of

the mind, that any such application by an infant is apt to impair its mental powers, and to injure its health and physical development; and those who entertain this opinion contend, that it is not expedient to begin the education of children who are under seven years of age. Without offering any opinion upon this question, we may observe that, although the dreaded evils might be the result of precociously forcing on the education of children, no such consequences could follow from the system of training usually pursued in a well organized infant-school. In such an institution the health of the body is promoted as much as the improvement of the mind, and infants of from three to seven years of age, under a qualified schoolmistress, may without any undue strain upon the faculties, be taught to read simple lessons. By means of a frame, having coloured balls movable on wires, they can acquire some knowledge of notation, the multiplication-table, and the simple rules of arithmetic. The oral lessons of the teacher, illustrated by pictures, give them familiarity with many objects in natural history; while they are taught to knit and sew, and fitted by the discipline and training to which they are subject, for taking advantage of higher instruction in classes more advanced. We are of opinion that in localities where the population is so great that a sufficient number of children under seven years of age could attend a school of this kind, such establishments would be useful.

It is well known that infants acquire a knowledge of a language which they hear used in conversation more easily than adults, and the infant-school in this respect might be an advantage, by enabling the youngest to acquire the power of speaking English with ease and accuracy, as the teachers of infant-schools and all other teachers in the Highlands should encourage the scholars to use the English language in their conversation as far as possible.

Having now referred to the various classes of schools, it may be well to mention that with a very limited number of exceptions they are what may properly be called Mixed schools, the boys and the girls being usually taught in the same class. As the great majority of the inhabitants live in houses of only one apartment, it may tend to modify the opinion which is sometimes entertained as to the immoral tendency of such schools and dwellings, to learn that, according to the Registrar-General's Returns, the percentage of illegitimacy is less in the Hebrides than in any other district of equal extent in Great Britain, while the grosser crimes are all but unknown. The only force for the repression of crime and the preservation of the peace throughout the whole extent of these islands consists of about a dozen officers of the county police, who are stationed at the various seaports at which the trading steamers touch on their voyages to and from the mainland.

While we deem it right to bear this testimony to the good conduct of the Highlanders, it should not be pleaded as an excuse for delay in the improvement of their dwellings and of their domestic habits.

It is satisfactory to find that here, as in other places in Scotland, the schools which are annually examined by H. M. Inspectors are superior to those not under such inspection. Nowhere is frequent

examination more necessary. Mr. Nicolson found that many of the teachers evinced the greatest indifference in the discharge of their own duties, and as to the progress of their pupils. Regular superintendence and control would no doubt have remedied these defects, and therefore, irrespective of other changes, we should think it a great advantage to have all the schools in the islands brought under a system of thorough regular examination by qualified inspectors.

Committee
of Council.

Whatever foundation may exist in other parts of Scotland for the opinion that the funds voted by Parliament have been wasted on the erection of schools in places where they were not required, and where the new schools only injured those which were previously established, there is no ground for such an opinion in the Hebrides. The total amount of the grants from the Committee of Council for 'building, enlargement, improvement or fixtures to 31st December '1864,' for the whole of these Islands was only £1753, 1s. 6d., as under,¹ and the evidence shows, that while none of those which were aided by building grants were unnecessary, many more are still required, if adequate school accommodation is to be provided. Mr. Nicolson estimates, that of the existing schools there are 118 'requiring either new buildings, or very considerable improvements.' The erection of a school may be aided by a building grant, and after being finished, the classes taught therein may not be subject to inspection, as the teacher may not hold a certificate, and consequently could not under the existing regulations receive a grant in aid. In the case of the 13 schools, the erection of which was aided by the above amount of building grants, 6 are now under inspection, and receive grants in aid, and 7 are not inspected.

The amount of the Privy Council annual grants in 1864-5 to the 33 schools which are under inspection throughout the Hebrides, including the payment of pupil-teachers, as 'reported by the teachers as having been drawn by them during the year, was £737, 19s. 6d., which is at the rate of 8s. 7d. per scholar in attendance at the date of the returns.' We find, however, from the official return, inserted in the published volume of 'Statistics relative to Schools in Scotland' to which we have already referred, that the amount for the year 1864 was only £634, 0s. 10d., and according to the last Report of the Committee of Council, it was

Argyleshire,	*1861. Bowmore,	Free Church,	Islay,	{	£87 10 0	648 5 0
	*1863. Portmahaven,	do.		{	73 16 0	
	*1847-49.	General Assembly,		{	197 0 0	
	1839. Kinloch,	do.	Mull,	{	75 0 0	
	1848. Lochdonhead,	do.		{	82 0 0	
	1849. Toftymory,	do.		{	133 0 0	
Inverness-shire,	1856. Aodunban,	do.	Skye,	{	180 0 0	945 16 6
	*1862. Braes,	Free Church,		{	241 6 6	
	1844. Carbost,	General Assembly,		{	125 0 0	
	1853. Colbost,	do.		{	85 10 0	
	*1860. Loanmore,	Free Church,		{	181 0 0	
	1850.	do.		{	133 0 0	
Ross-shire,	*1852. Stornoway,	do.	Lewis,			159 0 0
					£1753 1 6	

Those Schools which are marked * are non-inspected, and receive grants in aid.

£698, 17s. 6d. for the year ending 31st December 1865, in grants to 32 schools, the average attendance in which was 1619, making the aid equal to 8s. 7½d. per scholar.

These facts prove that the proportion of the funds voted by Parliament which has been expended within the Hebrides has not been according to the population, and still less has it been in proportion to the existing great educational destitution.

Several of the witnesses examined by us expressed an opinion, in which we fully concur, that the Privy Council system of denominational grants, as hitherto administered, does not supply, and is not calculated to supply, the wants of Highland and remote districts.

Mr. Nicolson concurs with Dr. Mackay in assuming that about 230 schools would be required to supply the means of education for the present population of the Western Highlands and Islands. Mr. Nicolson explains that in making this estimate he leaves out of account a large number of existing schools, which cannot be regarded as permanent, and states that for the Hebrides 100 new schools are required, and another 100 for the parishes on the mainland.

As to the manner in which these new schools are to be erected, managed, and maintained, we shall consider in the sequel. In the meantime, it is to be observed that at present the chief means of supplying funds required for this purpose is voluntary subscriptions.

It cannot be supposed, however, that the various churches, benevolent societies and individuals will permanently continue to supply so large a share of the total expenditure as they do at present. Much the larger portion of their contribution is obtained from persons who have no local interest, and who take no part in the management of the schools, and it is probable that the greater part of their subscriptions would cease on the introduction of any general school system.

Indeed, the Society in Scotland for Propagating Christian Knowledge is the only one of the Societies referred to which derives its revenue from accumulated funds, and not from annual subscriptions.

In any calculation, therefore, of the probable cost of a general system, a considerable amount of the money at present derived from voluntary subscriptions must be omitted; and we shall explain in the sequel in what way the necessary funds may be provided.¹

Mr. Nicolson states the result of his inquiry in the following words (p. 132):—

‘ I have now described the educational state and wants of this district. I have endeavoured to do so with fidelity; but looking back on what I have written, and recalling my impressions on the spot, I doubt whether I have sufficiently represented the urgency of the need that there is for public interposition. It would be difficult to do so without the appearance of exaggeration. I wish it were possible to call up visibly to others, as vividly as they dwell in my own remembrance, the many interesting and eager young faces that have appealed to my sympathies in these remote and isolated places. They would plead more persuasively than any words that can be written or spoken.

‘ It only remains to sum up in a few propositions the main results of the inquiry:—

¹ P. clxviii.

- Adult population unable to read or write. ' 1. Notwithstanding the great and praiseworthy efforts to extend the benefits of education in this district that have been made by benevolent societies and individuals, the adult population, and especially the women, are still, to an extent not generally known, unable to read or write; and without some great and radical improvement in the means used for remedying that deficiency, it seems likely that a large proportion of the rising generation will grow up in ignorance equally gross, so far as all practical benefit from the arts of reading and writing is concerned.
- Ignorance of English. ' 2. The general ignorance of the English language constitutes a special and powerful obstacle to the progress of improvement in the district. This ignorance is due in a large degree, though not exclusively, to the imperfection of the system of education hitherto in use.
- Advantage to be expected from good schools. ' 3. The establishment of a well-organized educational apparatus, specially suited to the peculiar wants and circumstances of the district, and within reach of every portion of the population, might be expected to produce, in the course of another generation, results far beyond any that have been, or can be achieved by the existing agencies.
- Denominational differences comparatively unimportant. ' 4. Denominational differences present no obstacle to the establishment of a uniform system of education. The statistics of the schools show that even now these differences have much less influence than is generally supposed, in the preference of one school to another. Were all the schools separated from special connexion with particular churches, and open equally to masters of all denominations, the mode of thought that gives rise to such preferences would soon cease to operate, and the only question for parents, if left to their own judgment, would be, 'Which is the best and most convenient school?'

We conclude this part of the Report with the following tables, the two last from Mr. Nicolson's Report:—

OFFICIAL RETURN of ANNUAL GRANTS from COMMITTEE of COUNCIL,
to Schools in the Insular Parishes of the Hebrides, 1864.

Bowmore, ...	Parochial, ...	£32	0	0
Bowmore, ...	Church of Scotland, ...	13	0	0
Bowmore, ...	Free Church, ...	20	0	0
Skerrols, ...	Free Church, ...	60	0	0
Mulindry, ...	Free Church, ...	13	15	0
Bridgend, ...	Undenominational, ...	15	0	0
Kilchoman, ...	Parochial, ...	19	14	2
Port-Charlotte, ...	Ladies' Association, Church of Scotland, ...	28	10	0
Port-Charlotte, ...	Free Church Industrial, ...	17	10	0
Lots, ...	G. A., ...	7	10	0
Port-Ellen, ...	Infant School, ...	11	0	0
Dervaig, ...	G. A., ...	14	0	0
Portnahaven, ...	Parliamentary, ...	13	15	0
Portnahaven, ...	F. C., ...	32	1	8
Salen, ...	Industrial, ...	13	0	0
Tobermory, ...	F. C., ...	21	10	0
Coll, ...	G. A., ...	13	15	0
Duirinish, ...	Parochial, ...	30	8	4
Loanmore, ...	F. C., ...	19	10	0
Arnisort, ...	F. C., Ladies' Association, ...	7	10	0
Aodunban, ...	G. A., ...	19	3	4
Harris, ...	S. A., ...	10	0	0
Portree, ...	F. C., ...	15	0	0
Raasay, ...	Side School, ...	25	0	10
Snizort, ...	Parochial, ...	15	0	0
Bernisdale, ...	F. C., ...	17	17	6
Stornoway, ...	G. A., ...	15	0	0
Stornoway, ...	Industrial Female, ...	54	0	0
Stornoway, ...	F. C., ...	59	10	0

£634 0 10

LIST OF SCHOOLS in the Hebrides which received Grants from the Committee of Council for the year ending 31st December 1865.

County.	School.		Amount of Grant.	Average attendance.	Total.	Total attendance.
			£ s. d.		£ s. d.	
Argyll,	Acha, . .	Island of Coll,	15 0 0	31		
	Bowmore, .	F. C., ...	20 0 0	74		
	Bowmore, .	Parochial, . .	60 10 0	84		
	Bridgend, .	Fem. Industrial,	5 0 0	29		
	Dervaig, .	Do., G. A., . .	14 0 0	31		
	Kilchoman, .	G. A., ...	7 10 0	38		
	Kilchoman, .	Parochial, . .	16 1 8	41		
	Killarow, .	Female, . . .	13 0 0	37		
	Killarow, .	F. C., ...	65 0 0	80		
	Lots, . . .	G. A., ...	15 0 0	50		
	Mulindry, .	F. C., ...	15 0 0	42		
	Port Charlotte, .	Fem. Industrial,	7 10 0	26		
	Port Charlotte, .	G. A., ...	16 10 0	60		
	Port Ellen, .	Inf. & Industrial,	33 10 0	61		
	Portnahaven, .	Parliamentary, .	15 0 0	37		
	Portnahaven, .	F. C., ...	57 10 0	70		
	Salen, . . .	Fem. Industrial,	13 0 0	28		
	Tobermory, .	F. C., ...	8 15 0	69		
					397 16 8	888
Inverness,	Braes (Skye), .	F. C., ...	33 10 10	65		
	Braes, endowed, .	.....	5 0 0	16		
	Duirinish, . .	Parochial, . .	20 0 0	31		
	Harris, . . .	Industrial, . .	10 0 0	40		
	Harris, . . .	Parochial, . .	12 10 0	26		
	Kyleakin, . .	G. A., ...	15 0 0	53		
	Loanmore, . .	F. C., ...	15 0 0	32		
	Portree, . . .	F. C., ...	12 10 0	49		
	Snizort, . . .	Parochial, . .	15 0 0	40		
	North Uist, . .	F. C., ...	10 0 0	45		
					148 10 10	397
Ross, .	Lochs, . . .	Parochial, . .	15 0 0	45		
	Stornoway, . .	Fem. Industrial,	53 0 0	154		
	Stornoway, . .	F. C., ...	54 10 0	77		
	Stornoway, . .	G. A., ...	30 0 0	58		
					152 10 0	334
					698 17 6	1619

I.—POPULATION, SCHOOLS, SCHOLARS, ETC., of the

NAME OF ISLAND.	CENSUS 1861.				FROM REGISTRAR'S			
	Population.	Children at School Age (3 to 15 years).	Children from 5 to 15 years.	Number of Scholars (all ages).	Number of Scholars on Roll.	Number of Scholars in Actual Attendance.	Proportion of Scholars on Roll to Population.	
							p. cent.	Ratio.
Lewis, ... } Ross, ... }	21,056	5,967	4,865	2,720	3,332	2,647	15·8	6·3
Harris, Berneray, ...	4,105	1,172	945	549	585	312	14·2	7·0
North Uist, ...	3,959	1,042	856	509	703	514	17·7	5·6
Benbecula, ...	1,544	448	371	206	224	148	14·5	6·9
South Uist, ...	3,814	1,008	813	327	453	290	11·9	8·4
Barray, ...	1,853	546	451	235	289	190	15·6	6·4
Skye, Raasay, Ronay, ...	19,748	5,258	4,311	2,348	2,815	1,993	14·3	7·0
Small Isles (Eigg, etc.),	567	137	131	55	38	38	6·7	14·9
INVERNESS, ...*	35,590	9,611	7,860	4,229	5,107	3,485	14·3	7·0
Coll, ...	781	153	125	64	61	52	7·8	12·8
Tiree, ...	3,217	955	792	498	416	299	12·9	7·7
Mull, Iona, ...	7,331	2,031	1,686	1,232	1,258	910	17·1	5·8
Jura, ...	858	234	197	222	148	124	17·3	5·8
Colonsay, ...	598	183	151	77	81	68	13·5	7·4
Gigha, ...	467	136	114	87	70	39	15·0	6·7
Islay, ...	10,361	3,191	2,609	1,838	1,597	1,300	15·4	6·5
ARGYLL, ...	23,613	6,883	5,674	4,018	3,631	2,792	15·4	6·5
Total, ...	80,259	22,461	18,399	10,967	12,070	8,924	15·0	6·6

* Excluding population of St. Kilda.

Twenty-seven Insular Parishes of the HEBRIDES

RETURNS, DECEMBER 1864.						FROM SCHOOLMASTERS' SCHEDULES 1865.			Number of Schools.	
Proportion of Actual Attenders to Population.		Proportion of Scholars on Roll to Children at School Age.		Proportion of Actual Attenders to Children at School Age.		Number of Scholars on Roll.	Number of Scholars in Actual Attendance.	Number that can be accommodated at 8 square feet per Scholar.		
p. cent.	Ratio.	p. cent.	Ratio.	p. cent.	Ratio.				Per Regis- trars.	Per Sched- ules.
12·6	7·9	55·8	1·8	44·4	2·2	2,697	1,606	3,030	48	47
7·6	13·1	49·9	2·0	26·7	3·8	802	556	736	16	18
13·0	7·7	67·4	1·5	49·3	2·0	715	401	841	15	15
9·6	10·4	50·0	2·0	33·0	3·0	170	59	162	4	4
7·6	13·1	44·9	2·2	28·8	3·5	378	230	416	10	9
10·2	9·7	52·9	1·9	34·8	2·9	305	183	208	5	5
10·1	9·9	53·5	1·9	37·9	2·6	2,987	1,569	2,912	58	57
6·7	15·0	27·7	3·6	27·7	3·6	42	16	48	1	1
9·8	10·2	53·1	1·9	36·3	2·8	5,399	3,014	5,323	109	109
6·7	15·0	39·9	2·5	34·0	2·9	36	26	50	2	1
9·3	10·8	43·5	2·3	31·3	3·2	584	353	454	9	8
12·4	8·1	61·9	1·6	44·8	2·2	1,244	597	1,433	28	28
14·5	6·9	63·2	1·6	53·0	1·9	164	131	138	5	5
11·4	8·8	44·3	2·2	37·1	2·7	87	72	102	2	2
8·4	12·0	51·5	1·9	28·7	3·5	80	52	80	1	1
12·5	8·0	50·0	2·0	40·7	2·4	1,629	1,322	1,509	26	25
11·8	8·5	52·7	1·9	40·6	2·5	3,824	2,553	3,766	73	70
11·1	9·0	53·7	1·9	39·7	2·5	11,920	7,173	12,119	230	226

II.—CLASSIFICATION OF SCHOOLS AND SCHOLARS, ACCORDING TO DENOMINATION.

N.B.—The first and second parts of this Table are not meant to correspond, the one including only 236 Schools, and the other 230. The Registrars' Returns were not taken as the basis of the first, from the difficulty of fixing accurately from them in certain cases the precise class to which the Schools belong.

DESCRIPTION OF SCHOOLS.	FROM SCHOOLMASTERS' SCHEDULES.				FROM REGISTRARS' RETURNS.			
	SCHOOLS.		SCHOLARS.		RELIGIOUS DENOMINATIONS OF SCHOLARS.			
	Number.	Percentage of Total.	Number (On Roll.)	Percentage of Total.	Established Church.	Free Church.	Roman Catholic Church.	Other Denominations, or not stated.
Parochial, ...	26	11.5	1,492	12.5	873	395	65	103
Side, ...	6	2.6	203	1.7	99	64	...	5
Parliamentary, ...	10	4.4	517	4.4	272	163	4	23
Church of Scotland, ...	56	24.8	3,096	26.0	1,570	957	166	249
Free Church, ...	111	49.1	5,814	48.8	714	4,756	446	314
Subscription and others, ...	17	7.1	798	6.4	201	565	43	23
Total, ...	226	...	11,920	...	3,729	6,900	724	717
								12,070

III.—TABLE SHOWING THE TOTAL INCOME AND AVERAGE COST PER SCHOLAR IN ATTENDANCE AT DATE OF RETURNS IN REPORT, IN 226 SCHOOLS IN HEBRIDES, CLASSIFIED AS INSPECTED AND UNINSPECTED.

SCHOOLS.	Number.	Scholars in Attendance.	TOTAL INCOME UNDER THE RESPECTIVE HEADS, (a.) ; AVERAGE PER SCHOLAR, (b.)												TOTAL.																					
			Heritors.		Privy-Council Grants.		Exchequer.		Fees.		Subscriptions, etc.																									
			(a.)	(b.)	(a.)	(b.)	(a.)	(b.)	(a.)	(b.)	(a.)	(b.)	(a.)	(b.)	(a.)	(b.)																				
			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.																
Inspected, ...	33	1,719	52	246	0	0	2	10½	8	8½	747	19	6	0	0	0	4½	283	3	10	3	3½	920	8	610	8½	2,227	11	10	25	11					
Uninspected, ...	193	5,454	28	845	10	0	8	14		...				0	0	0	10½	235	0	0	0	10½	374	7	1	4½	3,799	2	5	13	11	5,253	19	6	19	3
Total, ...	226	7,173	31	1,091	10	0	3	0½	747	19	6	2	1	265	0	0	9	657	10	11	1	10	4,719	10	11	13	13½	7,481	11	420	10½	10½				

CHAPTER IV.

THE PRIVY COUNCIL SYSTEM, AND THE REVISED CODE.

THE leading principle of the present system of Government aid and inspection is, that persons interested in the education of the poor should, with the aid and under the inspection of the State, be encouraged to provide education. It professes, not to establish, but to assist in establishing schools—not to educate, but to assist in educating; and while it provides for the inspection of schools in order to secure their efficiency, it leaves their internal management free.

Principles
of the Privy
Council
system.

In order to carry into effect this principle, an Education Department, consisting of a Committee of the Privy Council, has been established. The head of this Department is the Lord President of the Council, who is assisted by a Vice-President,¹ also a Privy Councillor, a permanent Secretary, and a staff acting under him. To this Department is intrusted the distribution of a sum of money, which is annually voted by Parliament for the express purpose of 'promoting the education of children belonging to the classes who support themselves by manual labour.' The distribution is not made at the arbitrary discretion of the Department, but under certain rules and conditions, which are annually laid before Parliament. According to these rules all schools are excluded from sharing in the grant which are unconnected with some religious denomination, or in which, besides secular instruction, the Scriptures are not daily read from the authorized version. The schools which do receive aid must belong to one of two classes. They must be either Normal Schools for training teachers, or Elementary Schools for the instruction of children. According to the same rules, no grants are made to schools unless some of the teachers hold certificates of competency from the Committee of Council, and unless the schools are open to inspection. The Inspectors are appointed by Her Majesty in Council. But no school is liable to be inspected by any Inspector whose appointment has not been approved of by the religious body with which the school is connected; in other words, the inspection is denominational. The form in which aid has been furnished to the schools in Scotland has varied from time to time; but the principle of administration has remained unaltered.

Adminis-
tration.

'The Committee of Council,' says Mr. Lingen,² was constituted in the year 1839, and at that time the only aid which they gave

History
until 1846.

¹ 19 & 20 Vict. c. 116.

² P. 322, 1st Report.

‘to education consisted either in providing for the inspection of schools, or in providing for the building of them. That system continued in force until 1846. At that time the Committee of Council undertook to provide for the maintenance of the schools as well as for the building of them.’

Minutes of
1846.

In that year, it may be observed, the minutes were issued which established the Pupil-teacher system. This system was intended to serve the double purpose of improving the instruction given in the elementary schools, and of providing a succession of pupils for the training Colleges. Under it, ‘the most vigorous, intelligent, well-conducted, and proficient scholars are chosen as candidates for ‘the office’ of pupil-teacher or apprentice. Every day they receive a certain amount of instruction from the master, and during a certain number of hours they are familiarized with the management and instruction of an elementary school by having charge of one of its classes. Annually those who fail intellectually or morally are sifted out; and at the close of the apprenticeship of five years none can be admitted to a Normal School, as students to be trained mainly at the public expense, without a vigorous competition with all whose term closes in the same year. During the apprenticeship the Committee of Council support the pupil-teachers by stipends, rising from £10 in the first year to £20 in the last; and also reward the master for the instruction which he gives them, by an annual addition to his salary proportionate to the number of his apprentices. Such is the general description of the pupil-teacher system according to Sir James Kay Shuttleworth, the original author of it.

From 1846
till 1861.

‘From the year 1846 until the year 1861,’ continued Mr. Lingen, ‘the form in which aid was given for the annual maintenance of schools consisted in grants towards the salaries of teachers—the principal teachers that is—stipends for the pupil or assistant teachers; and some trifling grants were also made for providing books and maps for schools. These grants which I have just spoken of were for the maintenance of elementary schools; but, at the same time, very liberal aid was given for the maintenance of Normal schools, in which teachers were prepared for their professions. That is a general description of the form in which aid for the maintenance of schools was given up to the year 1861.’

Royal Com-
missioners’
Report in
1861.

But in that year the Royal Commissioners, who had been appointed in 1858 to consider the whole question of popular education in England, presented their Report. They came to the conclusion that, although the system of grants had been in many respects most successful, there were some points which imperatively required amendment. In the *first* place, the business of the Central Office had become so complicated that some changes were absolutely necessary. According to the English Commissioners, the Education Office as then constituted differed from every other department of Government in three leading points,—(1), in the minute details which the plan of appropriating grants to special objects necessitated; (2), in the care and consideration required for conducting business between an office and six or seven thousand independent bodies of school-

Defects of
the System.

managers; and (3), in the danger of delegating this work to subordinates, and the necessity that the greater part of it should pass under the eyes of the Secretary himself.¹ In the *second* place, it was shown that the teaching in the elementary schools was defective, and that sufficient security was not taken for the individual examination of the scholars. 'We think,' says the Report,² 'that there is justice in the common complaint, that while a fourth of the scholars are really taught, three-fourths, after leaving school, forget everything that they have learnt there.' In the *third* place, it was shown that the system was needlessly expensive. Upon this point Mr. Lingen, in his examination before us, was asked this question:—'In regard to the money which was paid, have you any facts to state to the Commissioners to show whether the money was advantageously distributed for the public interest under the old system (that is the system existing prior to 1861), or whether there was a good deal of abuse in the mode of administration?' To which he made the following answer:—'There certainly was considerable evidence to show that a greater number of pupil-teachers was maintained than was necessary. The Committee of Council provided the entire stipend of every pupil-teacher, and pupil-teachers were admitted in the proportion of about one to every forty scholars in average attendance. It was found that in schools which had just got above the limit of forty scholars, a pupil-teacher was almost, as a matter of course, engaged; it was found that in these same schools they often retained masters who had the very highest augmentation grants.' And 'in the debates which took place about the time of introducing the Revised Code, the Vice-President of that day quoted many striking instances in which schools were obtaining Government grants ranging from 20s. to 23s. or 24s. per scholar,' without any adequate result arising in the education of the children.

It was to remedy these defects that the Revised Code was introduced and carried through Parliament. The general principle of the New or Revised Code was thus stated to us by Mr. Lingen (p. 322):—'The Committee of Council thought that it was desirable so far to modify the form of annual grants as to do away in a great measure with the appropriation of them to particular objects; and instead of paying so much towards the salary of the schoolmaster, so much towards the pupil-teacher, so much towards books, they adopted the plan of paying one gross sum to the managers of each school which was to receive grants at all; the principle of calculating the grant being the number, the attendance, and the proficiency of the scholars, and certain conditions as to efficiency which the school itself was to fulfil.' In a subsequent part of his examination (p. 332) Mr. Lingen stated the particular rate of aid given under the Revised Code in these terms: '4s. per scholar is granted for the average numbers in attendance, and all those scholars who have attended more than 200 morning and afternoon meetings of their schools, that is, practically, who have attended 100 days, may obtain 8s., by examination, if they are

¹ Pp. 321-2, Report (1861).

² P. 321.

‘ more than six years of age; and may obtain 6s. 6d. without examination, if they are under six years of age, and if the inspector reports in general terms of them that they are instructed suitably, and in a manner not to interfere with the older children.’ This refers to day schools. A different scale is fixed for evening schools.

Object of
Revised
Code.

The obvious tendency of these new rules was to remedy the defects which had been pointed out by the English Commissioners. The complication of business at the Education Office is diminished by discontinuing the appropriation of the money paid to different persons in the same school. The managers of a school are the persons to whom the whole grant is paid. They make their own arrangements with teachers and pupil-teachers,—they settle (with certain restrictions) the number to be employed, and the salaries to be received. The new system promotes economy: under it the object of the managers is not to increase the staff, but to diminish it; while it is the duty of the Inspectors to see that the school is efficient. Thus the motive for employing an extravagant number of teachers no longer exists; but at the same time the employment of a second pupil-teacher becomes imperative when the number of scholars reaches 130. Lastly, additional security is taken for the individual examination of the scholars, because the Inspector’s report, as Mr. Lingen says, ‘ will not be only on the *general* state of the school, but also upon the proficiency of the individual scholars who come under his examination.’ And this examination is made according to a certain standard, fixed by the 48th article of the Revised Code, and particularly referred to presently.

Revised
Code sus-
pended par-
tially in
Scotland.

The Revised Code has been in full operation in England since the latter part of 1863; in Scotland it was suspended on the 11th June 1864, so far as *payments* to elementary schools are concerned; but the Inspectors were directed ‘ strictly to inspect and examine the schools in Scotland, according to the forms and instructions of the Revised Code.’ It is necessary to add, however, that with respect to the Normal schools and the building grants, the Revised Code has superseded the Old Code; and, therefore, speaking generally, the only portions of the Old Code of 1860 now in force, are those portions which refer to the augmentation of teachers’ salaries and the stipends of assistants and pupil-teachers. Payments continue to be made under the heads 5, 6, 7, and 9 of the table on the opposite page, but the amounts are so small that they may, for all practical purposes, be disregarded.

In short, at the present moment there are four principal ways in which aid is granted by the Committee of Council, out of the Parliamentary grant, to schools in Scotland.

Grants are made—

1. To assist in maintaining, but not in building, Normal schools.¹
2. To assist in building new elementary schools.¹
3. To augment the salaries of masters, or mistresses.²

¹ Under the Code, dated 31st Jan. 1866.

² Code, dated 19th April 1860.

To pay the stipends of assistant and pupil teachers or apprentices, and the gratuities to teachers for instructing them.¹

Probably, the simplest way of explaining the operations of the Committee is by examining the following table, furnished by Mr. Lingen to the Commissioners. It will also show the amount of the annual grant expended in Scotland.

EXPENDITURE (1863) from EDUCATION GRANTS classified according to object of GRANT.

For Scotland only.	For Year ended 31st Dec. 1863.
1. In augmentation of the salaries of certificated schoolmasters and schoolmistresses, ...	£25,228 16 8
2. In stipends of pupil-teachers, and gratuities to the schoolmasters and schoolmistresses instructing them, ...	43,594 12 2
3. In stipends to assistant-teachers, ...	1,091 5 0
4. Capitation grants, ...	<i>Nil.</i>
5. In stipends to assistant teachers in night-schools, ...	325 0 2
6. In special allowances for drawing, ...	215 13 4
7. In grants to industrial classes in connexion with elementary day schools, ...	120 15 11
8. In grants to industrial schools, ...	47 3 2
9. In pensions, ...	60 0 0
10. In building, enlarging, and furnishing school-houses, elementary, ...	2,256 17 6
11. In grants to five separate training colleges, ...	25,641 15 0
12. In annual subsidies to school societies in support of training colleges, ²	500 0 0
13. Establishment, viz.,—	
Office in London and contingencies, £3,449 12 6	
Inspection, ... 7,560 11 5	
	11,010 3 11
	£110,092 2 10

In examining this table, it cannot be too carefully remembered that the Government system is a system of aid. Some amount of voluntary effort in the form of pecuniary contribution is presumed before the aid of the Committee of Council can be invoked. Thus towards the annual expense of a Normal school the Committee never contribute more than 75 per cent. ; to the building of an elementary school the Committee never contribute more than the amount locally contributed ; and to the teacher's salary the augmentation never exceeds one-half the sum provided by the school-fees and other contributions of the managers.

The necessary effect of this peculiarity of the Privy Council system is that it labours under a defect which is not only inevitable, but incurable. 'Where, I think,' said Mr. Lingen (p. 325), 'the denominational system essentially fails is not in the efficiency of the schools that are established, but in its uncertainty. It offers you

¹ Code, dated 19th April 1860.

² Now discontinued.

'no security for an equally diffused education; you have too much 'in one place, too little in another, and none in a third.' Such, according to the same witness, has practically been the result, nor can it possibly be otherwise, 'I believe myself,' continued Mr. Lingen, 'that you never can unite really those three qualities: 'that education shall be *voluntary*, that it shall be *efficient*, and 'that it shall be *universal*.'

Nor, indeed, was it supposed by those who originated the Privy Council system, that it ever could supply education to the whole nation. Thus we find Lord Russell, one of its leading supporters, asserting in Parliament, that 'it was not intended by those 'who in 1839 commenced the (Privy Council) system, that its 'plan should be such as to pervade the whole country.' And the accuracy of this anticipation, and of Mr. Lingen's opinion, is conclusively established by the Reports of the Committee of Council, by the tables compiled from the Registrars' returns, and by the Reports of our Assistant Commissioners.

Instances.

From the Table printed in the Appendix to the Committee of Council Report for 1865-6, it may be shown¹ that in about 40 parishes more schools are aided by the Committee of Council than are really required; and Mr. Lingen mentioned cases to us in which the Committee of Council have been induced to aid in building schools which have since been abandoned from want of scholars. On the other hand, the Registrars' table discloses more than 200 cases² in which schools are urgently required, but to the erection of which no aid can be obtained from the Committee of Council. From these facts alone, one of two conclusions seems to follow: either that the Privy Council system has been badly administered—which has never been alleged,—or that the system is not fitted to supply the amount of education required by the country.

Privy
Council
system
grants aid
where it is
least re-
quired.

But, further, it appears from the Registrars' returns, and the tables compiled from them,³ that only 41 per cent. of the scholars on the roll of schools in the rural districts and the smaller towns of Scotland are on the roll of schools aided by the Parliamentary grant. And referring to particular counties, it appears that, as a general rule, the largest share of the Parliamentary grant is obtained by counties in which the annual valuation per head is highest, in which the population is most concentrated, and in which, therefore, there is no need for an extraordinary number of schools.

Ayrshire.

Thus in Ayrshire, where the annual valuation, according to a Table to be found in the Appendix, is nearly £5.9 per head of the population (1861), which, moreover, is collected in large masses, the number of scholars in schools aided by Government is 57.6 per cent. of the whole number of scholars on the roll in the county.⁴

Edinburgh.

In the rural districts of Edinburgh, where the annual valuation is £8.1 per head, and where the population is collected in masses, the scholars in aided schools are 48.6 per cent. of the total scholars in the county.

Caithness.

But in Caithness, where the annual valuation is only £3 per

¹ App. p. 77, Cases.

² App. p. 66.

³ Table, p. 65, App.

⁴ App. pp. 46, 65.

head, and where the population is so scattered as to require an extraordinary number of schools, there are only 33·7 per cent. of the total scholars in the county on the roll of schools aided by Parliament.

In Inverness, where the annual valuation is only £3·1 per head, Inverness. and where the population is much scattered, there are only 20·6 per cent. of the total number of scholars in the county on the roll of schools aided by Parliament.

In Orkney and Shetland, where the annual valuation per head is £1·2, the percentage of scholars in aided schools to the total number is respectively 10·3 and 9·2. Orkney and Shetland. In Ross and Cromarty, where the annual valuation per head is £2·8, and where the population is also scattered, there are but 29·5 per cent. of the scholars in the county on the roll of schools aided by Parliament.

The Long Island comprises a population of 37,000, and an area of 650,000 acres. Long Island. The gross annual rental does not exceed £28,000, or little more than 15s. per head of the population.¹ Towards education the heritors contribute £305, and the voluntary subscriptions amount to £2,242. But the grants from the Committee of Council amount only to £194, 10s. ; and out of 115 paid teachers, only 36 have been trained in Normal schools or hold certificates.

Again, referring to the whole Hebrides, it appears² that the Hebrides. voluntary subscriptions to the 226 schools there amount to £4719 per annum, and the heritors' legal assessment to £1091 per annum. But the total amount expended in building up to the end of 1864 out of the Parliamentary grant was only £1753 ; and the annual grant from the Privy Council amounts to no more than £748, distributed among 33 schools out of the 226 schools in these Islands.

In Glasgow, the partial operation of the Privy Council system is Glasgow. still more striking. Glasgow is divided into ten registration districts, of which eight are on the north side of the river Clyde, and the remaining two, which are inhabited by that part of the population which is the most destitute, and therefore most in need of assistance from the State, are on the south side of the river. Out of a population of 395,503, the eight northern districts of the city contain 312,884, and the two southern districts 82,619 inhabitants. But in the northern districts, while 25 per cent. of the children at school are on the roll of schools aided by the Privy Council, in the southern districts the percentage is only 10·3 (Glasgow Report, p. 138).

From these facts it is abundantly clear not only that the Privy Conclusion. Council system is partial in its operation, but that while those districts, which are most competent to provide themselves with schools, receive considerable aid for this purpose from the Treasury, those districts which are least competent, receive little or no aid.

It has, indeed, been frequently suggested that, by some alteration in the rules under which the Committee of Council now acts, the Parliamentary grant, if increased in amount, might be rendered

¹ Nicolson, pp. 164, 180.

² Nicolson, p. 176.

more generally useful. Upon this point we refer to Mr. Lingen's evidence (p. 334) before us :—

' *Mr. Smith.*—Q. I think you stated, with reference to the administration of the Privy Council grants generally, that they did not meet the wants of the country in all cases, and more particularly with reference to the poorer districts? Have you ever considered any mode by which more elasticity could be given to the system, so as to enable these poorer districts to be better supplied?—
' A. The system fails, because it is voluntary, in reaching those districts where, from whatever circumstances, no effort is made. A great deal of consideration has been applied to the subject how far, under the present system of aid, exceptional treatment in favour of the poorer classes could be adopted; but the Committee have not hitherto seen their way to making any distinction between one parish and another in the administration of the aid that they have to give. Whatever attempt they have made in that direction has always ended in the increased rate of aid becoming universal.'

Upon the whole, therefore, we think it must be admitted that the Privy Council system neither is, nor can it by any alteration be enlarged into, a National system.

What is a
National
system?
Character-
istics of a
denomina-
tional
system.
Right of
conscience.

Before proceeding further, it may be right to explain precisely what we mean by a National system. We have already stated that the Privy Council system, though efficient so far as it extends, is entirely dependent upon voluntary effort, and does not extend beyond a limited area. But further, the managers of denominational schools—the only class of schools aided by the Committee of Council—claim the right of excluding children from all instruction unless they are willing to accept the dogmatic teaching of the church to which the managers belong. It is true, as Mr. Lingen said,¹ that in Scotland the children who attend the Presbyterian schools are one and all exempt from any religious instruction to which their parents object. It is also true that in the feu-charters of the inspected schools established in connexion with the Church of Scotland and the Free Church of Scotland security is given that the rights of conscience of the parent shall be respected. But this tolerance is not practised in all the Episcopalian and Roman Catholic schools. No corresponding security is inserted in their deeds; and, in some cases, the children of Presbyterian parents are compelled to learn the Episcopalian catechism, and to attend the Episcopalian chapel.

Character-
istics of a
National
system.

Now the object of a National system is to remedy these defects.

1. A National system implies that there shall be some recognised body invested with legal power to establish as many National schools as may be required, and to prevent the establishment of more.

2. A National system implies that the law shall enable the inhabitants of a district to raise by taxation such funds as may be necessary to erect and maintain schools, instead of leaving them to be erected and maintained by voluntary efforts.

3. A National system implies that the schools shall be public and national, or, in other words, that every parent shall be entitled to claim admittance for his child into any such school, but that if he objects upon religious grounds to any part of the instruction, his objection shall be respected.

¹ 1st Report, p. 329.

4. A National system implies that any inspection of National schools should be undenominational.

But although the Privy Council system may not be capable of being developed into a National system, it is obvious that, so long as the schools in any part of the kingdom derive aid out of the public treasury, the schools in Scotland are entitled to similar advantages. It becomes necessary, therefore, to consider whether any alteration can be made in the present mode of distributing the Parliamentary grant in this part of the kingdom.

The first point which claims attention is that of inspection. We have already observed that in Scotland, as in England, the inspection is denominational. The following passages in Mr. Lingen's evidence (p. 333) before us refer to this subject;—

'Q. Your inspectors all belong to the different churches whose schools they are to inspect?—A. Yes,

'Q. Approved of by the religious bodies to whom they belong?—A. Yes,

'Q. Have you found that to be an expensive mode of inspection?—A. In the Highlands and Hebrides it is certainly most costly. We send into that district four inspectors,—an Established Church inspector, a Free Church inspector, a Roman Catholic inspector, and an Episcopalian inspector; and what it costs to inspect some handful of Highland children, who belong to the church that has fewest members, in some remote parish, I should be almost afraid to state.

'Q. Have you any memorandum showing the expense so incurred, with the number of children examined in the Highlands and Islands?—A. I could very easily select exceedingly strong cases from the diaries showing that, but I have no memorandum of them at present.'

Subsequently Mr. Lingen furnished us with the following:—

'I find a return made on the subject in 1860 (and the local circumstances remain unchanged), from which it appears, in the islands and the counties north of the Caledonian Canal, three different denominations of inspectors employed forty-two days in travelling only, against seventy-three days on which they did any inspection. Had inspectors who could have visited all schools indifferently been employed, less than one half of the number of days employed in travelling only would have sufficed.'

In reference to the same subject, Mr. Nicolson, our Highland Assistant Commissioner, says (p. 108):—

'At present the work of inspection is performed by no less than five different persons. Two on behalf of Her Majesty annually inspect the comparatively small number of schools (thirty-three) receiving Privy Council grants, in connexion with the Established and the Free Church respectively. The General Assembly schools, and some others connected with the Established Church, are examined at much longer intervals by the Secretary to the General Assembly's Education Scheme. The Christian Knowledge Society's schools are now to be examined in the course of two years by the inspector of the Society. The Gaelic Society's schools are annually examined by the Society's inspector. The Free Church Ladies' Association cannot afford to pay for inspection, but they get this duty done generally, but not always, once a year, by one or more clergymen voluntarily undertaking the duty. And yet, with all this agency for the purpose of inspection, the majority of the schools are inspected only once in two years, and a large number besides are never inspected at all, except by the Presbyteries. Two inspectors would be sufficient for the whole schools of the district. Considering the difficulty of travelling, they would have work enough to occupy them during the greater part of the year.'

Upon the same subject, Mr. Sellar says (p. 129):—

'But when we come from the general question of inspection to the special one, as to how inspection should be conducted, we find no unanimity of opinion.'

'The first difficulty is as to the possibility of common as distinct from denominational inspection. This, however, is more apparent than real. Some teachers said that they would not like their schools to be examined by a Roman Catholic inspector, and probably Roman Catholic teachers would not wish to have their schools examined by a Protestant. Others went so far as to say that it mattered little what the inspector's denomination might be, so long as he was a qualified man, impartial, faithful in his work, educated, and a gentleman. At the same time, frequent complaints were made of the expense of the present denominational inspection, from men in all ranks of life and of all denominations. The actual number of inspectors could probably not be reduced. If all schools were under inspection, the number would require to be considerably increased; but, speaking roughly, it was estimated that in travelling expenses, and in waste of time spent in travelling by the inspectors of the four denominations, both money and time were squandered to an extent that would make the income of one additional inspector, and save the time of another. These estimates were not reduced to figures, but, right or wrong, the complaints remain as an indication of the feeling in the country on the subject.'

Again, Mr. Gordon, the Church of Scotland inspector, laments the denominational inspection as an evil; and Dr. Cumming, the Free Church inspector, being asked (p. 23)—

'If the system of assisting schools by denominational grants were withdrawn altogether, do you think it would be easy to have a common inspection,—I mean, if the Government grants for education in Scotland were administered on a general principle, having no reference to ecclesiastical denominations, do you think it would be easy to have a common inspection?' replied, 'I do not see that there should be any difficulty in that respect. I should myself have perfect confidence in my colleagues dealing quite fairly with the schools to which they were sent; but there are perhaps some parts of the country where they might not be received with the same confidence. That is a question of local feeling to a considerable extent.'

Causes a
needless
multiplica-
tion of
schools.

Nor is expense the only inconvenience connected with denominational inspection. This system inevitably tends to the multiplication of unnecessary schools. At present, the Committee of Council has no neutral officers acting in Scotland, to whom the question, whether a new school is required, can be referred. Each inspector considers the wants of the country with reference to the denomination with which he is himself connected. A Roman Catholic or Episcopalian inspector, from the very nature of his position, cannot take into account any schools except those of his own denomination. And the Established or Free Church inspector will naturally be disposed to adopt the same theory. Indeed, we find Mr. Lingen complaining that the Committee of Council, in determining whether a new school is required in any district, is placed in great difficulty. They have no local knowledge, and they have no official means of ascertaining the facts from an impartial source. They must either accept the representations of those who are urging their claims, and are, therefore, more or less prejudiced; or they must institute a special inquiry by a special officer, for which a special application must be made to the Treasury. Nor is this objection mere theory. Mr. Lingen has produced cases in which local parties have made representations for the purpose of obtaining grants, which are scarcely consistent with fact; and the cases of surplus schools, to which allusion has already been made, prove that the administration of the system is in this respect defective.

Duty of a
neutral
Inspector.

If, however, our proposal to establish a Board whose duty it shall be to determine the number and character of schools in any district

shall be adopted, the assistance of some 'neutral' or undenominational officer will become absolutely necessary. The person who conducts such an inquiry must be above suspicion. He must stand neutral between the rival Churches. He must be the advocate of no particular denomination. His simple duty must be to determine, whether the population in any district requires an additional school, or if a number of denominational schools already exist, whether any and which of them ought to be recognised by the Board.

But there is another advantage which might perhaps be gained if inspectors were not, of necessity, connected with particular denominations. One of the most serious difficulties in applying the Revised Code is the difficulty of maintaining a uniform standard of examination, so that one school or class of schools shall not be examined more severely or more leniently than another. It is understood, that the Committee of Council are fully alive to this, and take very considerable pains to secure justice in this respect. Nevertheless it appears that the proportion of the children presented for examination who pass, varies to a large extent in the inspected schools in Scotland. It becomes, therefore, a matter of some interest to ascertain the causes which lead to this result. According to the Report of our Assistant Commissioners, the character of the instruction in the inspected schools connected with the various denominations is not very different; indeed, the superiority (if any) belongs to the Parochial and Church of Scotland inspected schools. Moreover, the statistics furnished by the Assistant Commissioners and by the Committee of Council show that in the Episcopalian and Roman Catholics schools the fees charged are lower, and that the scholars are also younger. With respect to the schools connected with the Free Church of Scotland, the scale of fees, and the ages of the children who attend them, are about the same as those in the schools connected with the Church of Scotland. In such circumstances, it is natural to expect that the proportion of children presented for examination, who pass, would be about the same in the schools connected with the several denominations; possibly the passes in the Presbyterian schools might be somewhat more numerous than in the other schools. Such, however, does not seem to be the case. It will be observed in the table which is printed below, that the standards selected for comparison are the II. and III.; and for these reasons. Out of the whole number presented for examination during the years 1864-5, 1865-6, very nearly one-half were presented in these standards; besides which, the proportion of the children presented for examination by the various denominations in these same standards was nearly identical. There was every reason, therefore, to expect that out of all the children examined in standards II. and III. in the schools connected with the various denominations, the number of passes in each class of schools would be identical. The following table exhibits the actual state of the case:—

Non-denominational inspection secures uniformity.

Comparative merit of schools.

Parochial.

Episcopalian.

Roman Catholic.

Table.

DAY SCHOOLS, 1864-5, 1865-6.

PERCENTAGE of the Number of Day Scholars presented for Examination, in all Standards, who were examined in—

	STANDARD II.		STANDARD III.	
	1864-5.	1865-6.	1864-5.	1865-6.
Church of Scotland, . . .	25·2	27·46	19·6	20·64
Free Church, ...	26·3	25·87	19·9	21·81
Episcopalian, ...	25·0	26·55	22·0	21·08
Roman Catholic, ...	25·4	28·22	20·0	19·92

PERCENTAGE of Total Number examined in Standard II. who passed in—

	Writing.		Arithmetic.	
	1864-5.	1865-6.	1864-5.	1865-6.
Church of Scotland, . . .	87·0	93·44	65·0	76·15
Free Church, ...	95·5	97·18	78·6	81·46
Episcopalian, ...	88·5	92·54	76·0	77·53
Roman Catholic, ...	87·0	93·65	62·5	72·73

PERCENTAGE of Total Number examined in Standard III. who passed in—

	Writing.		Arithmetic.	
	1864-5.	1865-6.	1864-5.	1865-6.
Church of Scotland, . . .	73·2	77·48	76·1	78·89
Free Church, ...	86·3	89·74	82·1	83·24
Episcopalian, ...	90·5	92·83	71·7	80·84
Roman Catholic, ...	86·8	94·78	76·5	89·18

Standard
III.

The difference between the success of the children in the various denominational schools is not so conspicuous in Standard II. as it is in Standard III. But considering that Standard III. involves dicta-

tion as part of writing, that the majority of the children examined are over ten years of age in the Church of Scotland schools, and under ten years of age in the Episcopalian and Roman Catholic schools, and that the fees being higher in the Presbyterian than they are in the other schools, the children in the Presbyterian schools are probably in a better rank of life than in the Episcopalian and Roman Catholic schools—it is somewhat difficult to understand how it happens that more children pass in writing in the Roman Catholic schools, than in the Church of Scotland or Free Church schools, and that more children pass in writing and in arithmetic in the Roman Catholic and Episcopalian schools than in the Church of Scotland schools. A result so singular seems to require investigation, and perhaps the most convenient way of investigating it would be to direct some Inspector, unconnected as such with any special denomination, to report upon the subject. But, at all events, when so much depends upon the impartial spirit in which an examination is conducted, it would be satisfactory that denominational schools should not be examined in every instance by Inspectors specially connected with the denomination to which the managers of the school belong.

From these facts it appears, that a system of undenominational inspection possesses many advantages over the existing system, and that the proposed change is quite practicable. Conclusion.

We now approach one of the most important questions, which we have had to consider ; that is, whether the whole of the New Code should be extended to Scotland, or whether any of its provisions should be modified, and what the nature of such modifications ought to be. Upon this question we are now in possession of ample evidence. Revised Code.

At the time, however, when we were engaged in examining witnesses orally, the New Code had been in operation only for a very few months. Some of the witnesses declined to express any opinion on the subject, and those, who did venture to do so, expressed rather their hopes and fears, than any conclusions from ascertained facts. Indeed, until our Assistant Commissioners had made their reports, and until we had an opportunity of ascertaining the matured opinions of Her Majesty's inspectors, which are to be found in the Report of the Committee of Council for 1865-6, there were no *data* before us upon which to form any judgment upon this difficult question. 'The past year,' the President and Vice-President of the Committee of Council tell us in that Report, 'may be regarded as the first which has been wholly subject to the influence of the Revised Code. This Code was not put into general operation before the latter end of 1863, and the first examinations held under it were nearly all we had to report on in 1864.' Evidence upon this subject incomplete until lately.

The chief object of the Revised Code was, as Mr. Lingen expressed it, to take further security for the individual instruction of the scholars in aided schools: and that some additional security was required is tolerably obvious. The examination of children individually in Scotland under the Revised Code began in May 1864. Up to the 31st August in the same year, 31,789 children above the age of six years, or 66 per cent. of the average attending 521 schools had been examined. Object of the Revised Code.

Report of the Education Commission.

The Standards of Examination were the following:—

	STANDARD I.	STANDARD II.	STANDARD III.	STANDARD IV.	STANDARD V.	STANDARD VI.
Reading,	Narrative in monosyllables.	One of the narratives next in order after monosyllables in an elementary reading book used in the school.	A short paragraph from an elementary reading book used in the school.	A short paragraph from a more advanced reading book used in the school.	A few lines of poetry from a reading book used in the first class of the school.	A short ordinary paragraph in a newspaper, or other modern narrative.
Writing,	Form on black-board or slate, from dictation, letters, capital and small, manuscript.	Copy in manuscript character a line of print.	A sentence from the same paragraph, slowly read once, and then dictated in single words.	A sentence slowly dictated once by a few words at a time, from the same book, but not from the paragraph read.	A sentence slowly dictated once, by a few words at a time, from a reading book used in the first class of the school.	Another short ordinary paragraph in a newspaper, or other modern narrative slowly dictated once by a few words at a time.
Arithmetic,	Form on black-board or slate, from dictation, figures up to 20; name at sight figures up to 20; add and subtract figures up to 10; orally, from examples on black-board.	A sum in simple addition or subtraction, and the multiplication table.	A sum in any simple rule as far as short division (inclusive).	A sum in compound rules (money).	A sum in compound rules (mon weights and measures).	A sum in practice or bills of parcels.

The managers and teachers were free to present the children for examination in the several classes of their schools, according to their own discretion, so long as at least one class was presented as high as the fourth standard. The percentages were as follows:—

Out of the 31,789 examined—

10·89 failed in Reading.
28·6 " Writing.
33·4 " Arithmetic.

Failures.
under the
Revised
Code.

Comparing these results with those obtained in England, we have—

	1863.	1864.	Compared with Eng- land.
Number examined,	180,005	523,713	
Percentage to average number in attendance,	64·	65·93	
Failures in Reading,	12·66	11·9	
" Writing,	14·90	13·9	
" Arithmetic,	23·43	23·7	

So that, except in reading, the aided schools in Scotland were inferior to those of England.

The inevitable conclusion from these facts is, that neither the schools in Scotland nor those in England were then in a satisfactory condition. In Scotland, out of the 31,789 examined, 12,973 were above 10 years of age; and every one of these 12,973 ought to have been able to pass Standard VI. So far was this from being the case, that only 513 of them, or 3·95 per cent., were even presented in Standard VI., and of these 513, only 380 passed. Indeed, out of the 12,973, the majority, viz., 7883, were examined in Standards III. and IV., and yet of these as many as 3028 were failures. Or to put the matter as Mr. Lingén puts it:—

‘It is evident that every child of 10 years of age should be reckoned as a failure of education who cannot at least pass above Standard III. But while 12,973 (the number of children above 10 years of age examined) is 40·80 per cent. of 31,789 (the whole number examined), the number of children above 10 who passed successfully above Standard III. is only 13·55 per cent. of the whole number examined, or one-third of what it ought to have been.’

Such was the first result of individual examination in Scotland. According to the latest information of the Committee of Council, the ratio of failures is to be found below; but it is to be observed, that while in England, in the year 1865-6, 65·59 per cent. out of the average number of day scholars attending the inspected schools were presented for individual examination; in Scotland, in the same year, only 58·71 per cent. were presented.

The percentages of the whole number of children examined who failed to pass were:—

	1862-3.	1863-4.	1864-5.	1865-6.
England.	Reading, . .	12·66 p. c.	11·87 p. c.	11·23 p. c.
	Writing, . .	14·9 p. c.	13·98 p. c.	13·09 p. c.
	Arithmetic, .	23·43 p. c.	23·69 p. c.	23·58 p. c.
				25·28 p. c.
Scotland.	Reading, . .	...	10·89 p. c.	7·64 p. c.
	Writing, . .	...	28·6 p. c.	20·13 p. c.
	Arithmetic, .	...	33·4 p. c.	28·04 p. c.
				5·55 p. c.

Scotland
now equal
to Eng-
land.

It thus appears that there has been a gradual improvement in Scotland during the last three years; so that the stimulus of the Revised Code was not only required, but has proved eminently successful.

Evidence
in favour of
the Revised
Code.

These results furnish an easy explanation of the fact, that the most vehement opponents of the Revised Code have been some of the inferior schoolmasters. On the other hand, the testimony of Her Majesty's Inspectors in Scotland, according to the Report of 1864-5, was uniformly favourable to 'the principle of the Revised Code;' and the truth of this testimony is confirmed by the following paragraph in the Report in 1865-6:—'The system of examination under the Revised Code is administratively feasible, has secured greater attention to the lower classes and to the less proficient children in schools, and has led to a more uniform progress in reading, writing, and arithmetic.'¹ The testimony of Colonel Maxwell and of Mr. Sellar is not less emphatic in the same direction.²

Assuming, then, that the leading principle of the Revised Code—in other words, payment by results, as ascertained by individual examination—is to be adopted, it is necessary to inquire whether, before being finally adopted in Scotland, it should receive any modification. And it must be admitted that on this point also there is singular unanimity of opinion.

Objections
to Revised
Code that
it lowers
the stan-
dard of
education.

One of the most serious objections to the introduction of the Revised Code as it stands at present is, 'that the Standard system lowers the traditional quality of the instruction given, more particularly in the parochial schools.' Upon this point Mr. Sellar makes the following observations (p. 131):—

'If the Standards are to remain as they are, and the teacher is to be paid by the number of children who can pass, and not for those who remain in school after they have passed Standard VI., then those who teach the higher branches will get no remuneration from Government for the time spent upon those branches—consequently teachers will give up teaching them. The pride and glory of a schoolmaster's profession will be destroyed; that considerable class of scholars who now go on to the Scotch Universities from the parochial schools, and others on their model, will cease to exist; the tone and character of the traditional Scotch parochial education will disappear, and our scholastic training will be reduced to the uniformity of English elementary schools. That is the interpretation of the objections urged to the principle of the Code. They are supplemented by the complaint that it was intended for England, and English denominational difficulties, and that those who framed it were not familiar with the school and university system of Scotland.

'It must be admitted that these are not trivial objections. The class of young men who come from parochial schools, and schools founded on their model, is considerable; and though under great difficulties and deprivations, these men often surpass their wealthier class-fellows, who have been educated at the best schools in the country.

'The returns collected in the parishes visited by us show that the number of scholars who go from the *parochial* schools annually is not large. There were 10,865 scholars on the rolls of 130 parochial schools when visited, and these numbers have not varied much within the last five years; but only an average of twenty-five scholars, or 0.23 per cent., have gone to the universities during those years from these 130 schools:—

¹ P. x., Report, 1865-6.

² P. 130.

No. of Parish Schools.	No. of Scholars who went to a University in					Total.
	1860.	1861.	1862.	1863.	1864.	
130	37	21	28	20	20	126

‘ But the rolls of the Humanity classes in Edinburgh University show that 20 per cent. of the students came direct from parish, Free Church, or General Assembly schools, in the session 1863-64 ; 21 per cent. in the session 1864-65 ; and 29 per cent. in the session 1865-66,—of whom 29 per cent. attended the junior, and 18 per cent. the senior classes. From one rural parish in Aberdeenshire, the population of which is about 2000, the teacher in seven years has sent up thirteen students to college, of whom nine went direct, and four after one quarter at a grammar school. Seven of these gained bursaries to the amount of £404. In the bursary competition at the Aberdeen University for 1865, 12 per cent. of the candidates mentioned in the Order of Merit came direct from parochial schools, and 43 per cent. had been originally educated at parochial schools.

‘ The objectors to the system have thus a great deal to say for themselves, if it be true that the higher branches cannot be taught by the same man who has to bring the whole school to a fixed standard in the elementary branches. And it unquestionably would be of the greatest importance to education if Government would pay for higher as well as elementary branches.

‘ But, on the other hand, Government lays it down as a rule that the State is not bound to pay for the education of future ministers and doctors, and Indian civil servants. The duty of the State is to obtain the greatest quantity of reading, writing, and arithmetic for the greatest numbers, and to send the sons of the labouring classes away from school able to read a newspaper with ease, able to write a tolerably spelled intelligent letter without a painful effort, and able to work the simple rules of arithmetic. And the question comes to be, is the one idea of education to be sacrificed to the other? Is it of more general importance that half-a-dozen children should be highly trained in each school, so that some may be qualified to enter the universities, and become distinguished men, or that the whole mass should be thoroughly grounded in reading, writing, and arithmetic? Teachers say that under the Revised Code they must neglect the higher branches. One very efficient teacher said, in answer to a question as to how he found the Code to work in his school, “ Well, I must be frank, and acknowledge that I had to neglect my higher work this year, otherwise I never could have got the bulk of the school to pass the Standards. Not that the Standards are too high—at least the higher Standards,—but it is the constant drilling up to a point that occupies time ; and that is how I had to neglect the higher branches.” The inference here is inevitable. If the Standards are not too high, so that the bulk should pass, then it is clear that the bulk had been neglected before, for the sake of the few learning the higher branches. And it is against this that the Revised Code is levelled.

‘ This is but a specimen of what is too common, or was too common before the individual examination system came into operation. Teachers who teach Latin and Greek to any extent are very apt to neglect the younger, or at least the less intelligent of the younger children. If, as many good teachers tell you, their main pleasure is in teaching classics, it must be anything but a pleasure to them to teach the alphabet, or the elements of arithmetic. And when there was no recognised standard of proficiency for them to look to, and to which they had to bring on each child in his respective class, they were satisfied if two or three came up to a vague standard in their own minds, and neglected those who did not. Hence it is that in those of the old-fashioned parish schools which we visited, we found, not unfrequently, a class of three or four boys in Latin, two of them, perhaps, the minister’s sons, and one the teacher’s, about a fourth part of the school able to read well, and to write well in copy-books, and to do a little arithmetic, but the other three-fourths unable to spell, or to

'do the simplest sums in arithmetic, and able only to read indifferently. It is quite possible that those three or four boys might go on to the university, and do well there, but what becomes of the rest of the school? They leave it without having acquired even the rudiments of any sort of knowledge. When it is remembered that in the agricultural, mining, and fishing districts the requirements of labour take children away from school at twelve or thirteen years of age, and few but those of a higher class are able to stay longer, it seems more equitable that a teacher's full time should be given to them, rather than to a minority, whose parents, in nine cases out of ten, could now-a-days manage to send them to some neighbouring town, where they would find schools, the object of whose existence is to prepare for a university career.'

Mr. Lingen, in answer to a question put by Lord Ardmillan, made a similar answer to that made by Mr. Sellar; and in reference to this subject the Report of the Committee of Council for 1864-65 contains the following observations:¹—

'Of this neglect of the higher subjects we can only refer to the age of the scholars, of whom 70.43 per cent. are under ten, and only 12.10 per cent. over twelve years of age. As many as 39.52 per cent. of them have attended the same school for less than one year.'

'Out of 555,502 children individually examined in Great Britain, of whom 219,813 were over ten years of age, 453,783, or 81.6, have been presented for examination by the managers *below* these three Standards (IV., V., VI.) As long as the examination in indispensable subjects continues to show these results, it can hardly be said the day of higher subjects for these young scholars has arrived.'

And again:—

'In promoting popular education, that which ought to be done must take precedence of that which ought not to be left undone; and this distinction in favour of reading, writing, and arithmetic (to the extent of Standard VI.) will continue to be needed in the apportionment of public grants until these three arts are acquired, as matter of course, by the children who pass through elementary schools.'

Upon this subject Mr. Scougall makes a striking remark, suggested by his own experience:²—

'Of the higher branches, as they are styled, of middle-class education, it may be stated as a general rule that they are found in the best condition in those schools that, all circumstances considered, pass the individual examination most creditably. During the year I met with only two or three marked exceptions.'

Various schemes have been proposed for the purpose of meeting this difficulty, and preventing the standard of education in Scottish schools being lowered. These schemes are described by Mr. Sellar.³ It appears to us that besides establishing a seventh standard for children who have passed standard sixth, something might be done towards the attainment of this end by raising the standard of qualification required of teachers, by enabling them to attend the Latin and Greek classes in the Universities, and by offering a larger capitation grant to those schools which, besides furnishing efficient elementary instruction, show themselves capable of furnishing a certain amount of sound classical instruction.

The other objections to the Revised Code are stated and discussed by Mr. Sellar,⁴ and by Mr. Middleton in his Report for 1864.

We do not propose to discuss them all *seriatim*, because most of them possess no great force. Some remarks, however, upon two of

¹ P. xxiii.

³ Report, p. 134.

² Report, 1856, p. 349.

⁴ Pp. 134-38.

the most important will not be out of place. It will be remembered that the Parliamentary grant for education is expressly made (Article 4) 'to promote the education of children belonging to the 'classes who support themselves by manual labour.' And in order to exclude those who do not belong to these classes, each schoolmaster, according to Mr. Lingen, is required to enter in a schedule 'a notice of those children who 'belong to a class above that of 'the poor,' and in calculating the amount of the grant, these children are excluded. Now, it is alleged that this requirement does violence to the traditional feelings of the Scottish people, and is, besides, impracticable.

Art. 4, which excludes children who belong to a class above the poor from earning any portion of the Parliamentary Grant, ought not to be applied to Scotland.

It is the peculiarity of the parish schools of Scotland that from their very foundation they have been frequented by persons of every order. An Englishman, eminent for his exertions in the cause of popular education, thus writes:—'Upon their benches the children of every rank in life have met, and have contended for honours earned only by higher natural gifts or superior moral qualities. Those whom the accidents of rank and fortune have not yet separated, have here formed friendships which have united the laird and the hind through life by mutual service and protection. This sentiment has overleaped the barriers which divide society into classes, to acknowledge the claims of personal feeling, and so lift humble merit from obscurity.' To create this feeling in the people has taxed the ingenuity of the very ablest men who have spent their lives in promoting education in England. The very instructions to the Inspectors state that the union of different classes in the same school 'has some obvious advantages besides those which 'are financial;' and in America the traditional feeling in favour of a common school is guarded with the utmost jealousy. It seems to us, therefore, that as these inquiries necessarily tend to diminish this laudable feeling, and to encourage the distinction between one class and another, they ought, if possible, to be discontinued.

But this provision besides being opposed to the most cherished traditions of the country, presents in practice extreme difficulty. Mr. Sellar says (p. 134):—

'It is perhaps the one objection to the Revised Code in which the majority of the inspectors concur with the teachers. They acknowledge the greatest difficulty in working this regulation; some even go so far as to say that it is impossible to work it. If they were to insist upon it in its full strictness, they would deprive the teacher, in many cases, of his grant, where the parents, though nominally not making their living by manual labour, are really less able to pay their children's school fees than many whose whole living depends upon their manual labour. Take an instance that was suggested by one of H. M. Inspectors. A farmer has a good farm, but is known to be in arrears for rent. He may have a large family of children, and be a poorer man and less able to pay school fees, than his own ploughman, who has only one child at school. But the latter makes his living by manual labour, and the teacher is paid for his son, whereas the farmer is not making his living by manual labour, and the teacher is not paid for his two or three sons. It is true that a certain discretion is used by the inspectors in their recommendations, but from whom do they get the information on which to use their discretion? In most cases from the teacher, whose interest it is to make the parents out to be as poor as possible, in order that he may get the money for the child. He knows that the inspector feels a delicacy in instituting minute inquiries as to a man's poverty, and he will

‘be quite safe if he gives a general idea that the parent of the child is not in good circumstances.’

In conclusion, he says, ‘if this regulation be enforced in this country, teachers will suffer by it; inspectors will be unable to carry it out; and both managers and parents will continue to look upon it as inquisitorial, and as repugnant to Scotch feeling.’

Argument in favour of the 4th Article, that the same principles must prevail in Scotland as in England—
answered.

In Scotland education is a legal duty; in England it is left to volunteers.

In reply to those who urge the omission of this 4th article from the Code, when applied to Scotland, it is confidently argued, that the Parliamentary grant is made for the express purpose of assisting those parents to educate their children who cannot obtain education without such assistance; that the same principles must prevail in Scotland as in England; and that therefore the obnoxious regulation to which reference has been made must be maintained in the north as well as in the south. If public education occupied the same position in both countries, or if no changes were contemplated in the existing system, this argument might, perhaps, be regarded as practically conclusive. But this is certainly not the case. For it should be observed that the system of education in Scotland essentially differs from that in England. In England no public provision is made for supplying the people with education. There is no school in each parish which is maintained by taxation, and to which every child may demand admittance. In England the schools are set on foot, and principally maintained, by voluntary subscription, and are managed by the clergy of various denominations, or by private individuals; indeed, in rural parishes the school is the parson's school; while in all cases the schoolmaster is the servant of the managers. In short, in England there is no attempt, either in theory or in practice, at a National System. But in Scotland provision is made by Statute for a school in every parish, and the schoolmaster holds a public office, from which he cannot be displaced at the discretion of any individual. ‘I hold strongly this opinion,’ said Mr. Lingen, ‘that Scotland has a much more excellent type in the parochial schools than anything that we have ever offered her, for,’ he added, ‘I think it is an enormous matter to have established education, as you have established religion at the time of the Reformation, and really to have secured, in theory at least, by law, the education of the people. Our system offers nothing equivalent to that.’ In Scotland the parish school is considered as necessary as the parish church; and in theory the public duty is recognised of supplying education to the whole people. Accordingly, the heritors and the tenants are bound by Statute to erect a school, and to pay the schoolmaster a minimum salary; they are even entitled, if they see fit, to lay on taxes, so as to increase his salary beyond this minimum. And to these public schools the children of every rank are admitted upon equal terms. According to our information, it appears that the annual sum contributed by the heritors and tenants to the parochial and side schools amounts to about £48,000, and in these schools somewhat more than 86,000 children are educated. In this respect, therefore, Scotland presents a remarkable contrast to England. In the one country there is, at least, one public school in every rural parish, created by Statute, open to all,

and supported by taxation ; in the other there are no schools which can be considered as national institutions, nor is property subject to any tax for the purpose of promoting elementary education.

Where the voluntary system prevails, as in England, it may be, and probably is, right, to lay down the principle that the Government will only aid those, whose object is to promote the education of the labouring classes. And it may be necessary to enforce this principle by the rule, which excludes the children of parents above the labouring class from any share in the education grant. Without some such rule it is very certain that schools might be erected for private purposes by the aid of the Treasury ; while no provision might be made for the education of the masses. Under a voluntary system the motive of those who found schools is, not simply to supply the population of a district with a sufficient number of efficient schools ; but, it may be, and often is, to promote denominational views or private purposes. At all events the English system neither compels the erection of schools where they are required, nor does it furnish any security that schools, if erected, will be such as to supply education to the poorer classes. Therefore the Government, through the Committee of Council, has been obliged to insist upon some guarantee to secure this result.

But in Scotland the circumstances are entirely different. From the year 1696, and even earlier, the rural parishes of Scotland have enjoyed, what may be truly termed, a National System. During the whole of this period the proprietors in every such parish in Scotland have submitted to be taxed for schools open to all classes of the community. And the effects of this system are as satisfactory as they are instructive. There is no better proof of the general diffusion of elementary education, than the returns obtained from the register of marriages ; nor is there any better mode of ascertaining the real condition of one country than by comparing it with that of another. Comparing then the returns in Scotland with those in England, it appears that in 1855 there was 88·6 per cent. of the men, and 77·2 of the women, in Scotland who signed the marriage register in writing ; while in England, in the same year, the percentage was only 70·5 for the men and 58·8 for the women. In 1861 the percentage in England was somewhat larger, but still Scotland showed a decided superiority. In the returns for particular counties where there are no large towns, and where the parochial system has been fairly tried, the results are still more favourable. Thus, in Peebles, 100 per cent. of the men who married in 1861, signed the register in writing, and in Dumfries, the percentage was 97.

From these facts, and we may add, from the report of Colonel Maxwell and Mr. Sellar, it appears that the mass of the Scottish population in the rural districts have received the elements of education. This is precisely the result which ought to be obtained by any efficient system of National Education : and it is the result which has been obtained in Scotland where the parochial system has been really tested. The most striking characteristic of that system is that, instead of countenancing distinctions between one

The 4th Article is just and necessary where the system is voluntary.

But in Scotland there is National System supported by taxation.

The Parochial is a National System, and where fairly tried, has succeeded in educating

all classes, without any distinction of classes.

class and another, every child, of every rank in life, is welcome within the walls of the parish school. Experience, therefore, seems to prove, that the education of the whole population of a district, both rich and poor, may be secured, without any attempt, such as that of the Committee of Council, to draw a line between 'the classes who support themselves by manual labour,' and those who do not.

But the Parochial System requires to be extended.

It is true that the parochial system is defective and requires amendment. More schools are wanted, especially in the towns, and the question is, how are these defects to be remedied? The plan is this. It is proposed to constitute a Board with power to establish as many schools as may be required. Adhering to the principle which has hitherto proved so successful in the rural districts, but extending its application, these schools are to be supported by taxes levied upon the property of the districts, and are to be open to children of every rank. Under this system, the number of new schools will be determined, not by denominational or selfish zeal, but by a Board of impartial men, whose decision will be confirmed by the representatives of the ratepayers. The necessary result of this proposal, if carried into effect, must be the establishment of a National system, or rather the extension of the existing system so as to supply education to the whole country.

Two essential elements in this system.

In such a system, it is obvious that there are at least two essential elements. In the first place, every proprietor must be made liable to contribute, and in the next place, every parent must be entitled to claim instruction for his children. The object contemplated is not, as it is, at present, in England, to aid the desultory efforts of individuals to establish schools, or to supply education to one class or to another, but the object is, to lay upon the proprietors and occupiers of every district a statutory obligation to supply education to every member of the community. The burden is to be laid equally upon all, and the right to take advantage of the schools must belong to all.

Ratepayers propose to contribute towards the education of all classes: Treasury should do the same.

But if every local ratepayer is bound to contribute toward the erection and maintenance of schools which shall be open to all, is there any reason why the general taxpayer should not contribute upon the same principle? In England the voluntary subscriber professes to contribute toward the education of those only in whom he is interested; the Committee of Council requires proof that such persons require special aid; and upon being satisfied of this fact, they grant assistance. In Scotland the ratepayers in each district undertake to supply education to the whole of the inhabitants of such district, and it seems not unreasonable that the Treasury should contribute on similar conditions, in order to obtain a similar result.

Ratepayers are the best judges what schools are required.

If the ratepayers are willing to tax themselves for the purpose of supplying schools which shall be open to all, Parliament may safely assume that the schools are needed, and may therefore aid in their establishment, without requiring any further security against abuse. If the local taxpayers place no restriction upon the class of children who attend school, the Treasury may adopt the same

principle. There is no danger that any Board, with the concurrence of the ratepayers, will erect schools which are unnecessary, or which are to be used for private purposes. It may be right to insist that none but schools, in which the elementary subjects are taught, shall be entitled to share in the Parliamentary grant, but in a country in which a National System of education exists, to restrict the right of any national school to share in the education grant, because some of the scholars belong to a particular class of society, is not only to impose a needless restriction, but to lay down a rule absolutely inconsistent with the very essence of a National System. The State, in granting aid to the National schools of Scotland, ought not to violate the very principles upon which they are founded.

Their decision confirmed by the Board.

In short, a Voluntary System is one thing; a National System is another. If the people of England will not submit to a law, compelling them to supply a sufficient number of schools, but prefer to leave this to be done by the voluntary efforts of individuals, the State, before granting any pecuniary aid, must see that these voluntary efforts are made for the purpose of supplying the poor with education. But, if the people of Scotland bind themselves by Statute to supply whatever schools a public Board declares to be requisite, the State is bound to aid in their creation and maintenance. Such schools are set up by public authority—they are maintained for public purposes, and every scholar within their walls has entered under the provisions of an Act of Parliament; and therefore every National school and National scholar is entitled to equal privileges.

In thus arguing that the 4th Article of the Code ought not to be applied to Scotland, it should be carefully observed that we are claiming no peculiar privilege for this part of the kingdom. But the School System in the South essentially differs from that of the North, and this difference must be recognised. According to the 4th Article of the Code, 'the object of the grant is to *promote* the education of children, belonging to the classes 'who support themselves by manual labour;' and the 5th Article declares that 'the means consist in *aiding voluntary local exertion*.' Now, if the measures which we propose are carried into effect, these articles will have no meaning. The object of the law will be not to *promote* education in a district, but to compel the ratepayers to build and maintain a sufficient number of schools for the population of the district; and the means will consist, not in *aiding voluntary* efforts, but in supplementing local taxation. It is obvious, therefore, that the principle upon which the Treasury will make grants in Scotland must be something entirely different from the principle, which is applicable in England. It may probably become necessary, in these circumstances, that a separate Committee of the Privy Council should be invested with the duty of dealing with the schools in Scotland. Indeed, this is the very suggestion which was made to us by Mr. Lingen. 'If,' he said, 'on the Committee of Council in London there were the Lord Advocate *ex officio*, or if there were a Committee in London who, in any measure directly affecting Scotland, would be the Lord President's, or Vice-President's, advisers, I think that might be

No peculiar privilege claimed.

'desirable.' And again, on being asked the question—'Supposing that the present system of educational grants was given up in Scotland, and that means were found to have a general system in extension or enlargement of the parochial system, depending upon local rates, and aided by Government grants, can you suggest in what way you think such a plan might be most efficiently carried out?' he answered, 'My impression is that some proportionate share in the sum annually voted might be assigned to education in Scotland; that the board of each parish or educational district might be responsible for the education within the district; that it might have, in proportion to its population, or its scholars, or whatever might be the unit of calculation, its share of the Scotch grant in aid of what it would have to raise itself; and that the right of inspection might belong to the central government, in virtue of the subvention which it afforded in aid of the local system.' But, whether the Committee of Council continues as at present, or a separate Committee is appointed for Scotland, the arguments against applying the 4th Article of the Code to the schools in this country remain equally conclusive.

Period
of the
Inspector's
visit.

The other objection to the Revised Code refers to the period of the inspector's visit. Upon this point, Mr. Black, H. M. Inspector, in his Report for 1865, says:—

'There is another ground of objection with which I am more directly concerned. The utmost pains were taken, nearly two years ago, so to arrange my work for the different months, that the schools should be inspected at seasons convenient for them. But the attempt was not, in every case, successful. All schools strictly rural are inspected in the months of January, February, March, April, and May, of which the last only is objected to, on the ground that many of the children have left for summer work. June is devoted to the villages and towns in the centre and south of Forfarshire, and July to Dundee. In regard to these months, there is no well-founded complaint. But in Montrose, Brechin, Aberdeen, Peterhead, Fraserburgh, and the villages throughout Aberdeen and Kincardine shires, in which I am employed from October to December, complaints are constantly made, and often with good reason. To these complaints I can only reply (and the answer is not a satisfactory one), that any other arrangement in my power would lead to still greater inconvenience elsewhere. The fact is that these months are not suitable for the inspection of schools in any part of my district. At the annual vacation immediately before, many of the older children, who have completed 200 attendances during the year, leave school, not to return. The younger children, after six or eight weeks' idleness, have generally forgot not a little of their humble acquirements, and, as they take some weeks to reassemble fully, there is not time to get them into the usual working trim before the inspector arrives. The consequence would be, in many cases, a serious reduction of the grant. Should the Revised Code come into full operation, I am anxious thus early to record my conviction, that the only mode of avoiding such an injustice to the schools will be to reduce, by some two months per annum, the time devoted to inspection. This would be done differently in each district according to the circumstances of the schools.'

Mr. Jack, Mr. Middleton, Mr. Kerr, and Mr. Scougall—all of them Inspectors—allude to the same difficulty. Mr. Scougall, one of the Free Church inspectors, says:—

'I shall only say that to one part of it—payment according to the results of examination—there seems to me to be, in this part of Great Britain at least, a well-grounded objection. It has been already shown that all schools visited between the vacation and the new year, cannot present for examination the same proportion of the annual average attendance, as those schools which are

‘visited at a later date. These schools are obviously placed at a great disadvantage financially (as well as otherwise), and the managers and teachers may therefore with justice complain that the Revised Code does not, in this important particular, place all schools on the same footing. They suffer, and suffer severely, for circumstances over which they have no control.’

The same objection is noticed by our Assistant Commissioners. This is a matter upon which Mr. Lingen was asked a question,¹ and he admitted the difficulty. ‘There are certain months,’ he said, ‘when the harvest is going on, when the rural schools are nearly empty, and if the inspector of any rural school does call either at that time or just after it, no doubt that school is placed at a disadvantage. So far as arrangement can avoid that difficulty it is avoided; but it is not wholly surmounted.’ It is obvious that if the Parliamentary grant is to be distributed according to results, the master of a school ought to have the means of fairly exhibiting the results which he has achieved. But, from the evidence to which we have referred, unless the Inspector selects a proper time for visiting a school, it will be impossible for him to form a just opinion upon its merits.

This is a question of justice both to managers of schools and to teachers, and it demands the earnest attention of the Committee of Council. There is the more reason for insisting upon this point, because great objections have been taken to the rule which requires every child to attend 100 days in the year, in order to be admitted to be examined by the Inspector. We are not disposed to recommend the relaxation of this rule, or to reduce the number of attendances required; but, at the same time, every school ought to have the benefit of those children who have completed the requisite number of attendances, and who could pass the required examinations; one school ought not to be placed at a disadvantage as compared with another school. Unless, however, the Inspector visits the school at a convenient period, many of the children will be necessarily absent on the day of the Inspector’s visit, and neither managers nor masters will be able to claim those benefits from the Treasury to which they are justly entitled. No school ought to be inspected during the months of August, September, October, or indeed until the middle of November.

Nor can it be doubted that matters might be so arranged as to meet this difficulty. According to the Report of the Committee of Council for 1864-5 (p. 20), the same difficulty arose in the case of night schools, and has been effectually surmounted. In 1863, the managers of night schools lost a great part of their grants, because the schools were not visited by the Inspector at the best time of the year. The Committee of Council, therefore, issued a Minute, under which an examination could take place without the presence of the Inspector.

‘The managers,’ says the Report (p. 21), ‘are judges themselves of the reading of the candidates, and they select the passages to be written from dictation. The questions in arithmetic are sent from the Council Office, and the whole of the written exercises are returned thither to be marked by the inspectors, or

¹ 1st Report, p. 333.

‘ their assistants. Precautions against copying are taken by means of alternate exercises, and the papers bear creditable evidence of having been independently worked.’

The number of schools which took advantage of this Minute, between 25th April and the following June, was 186. And the Report states that the arrangement has been completely successful.

There seems to be no reason why this principle, which has been so successfully applied to night schools, should not be applied to day schools. It might be announced that no inspection of a school for the purpose of determining the amount of the grants should be held during the three months which have been specified, but that the managers should be empowered to conduct the examination of a certain number of schools, in the same way as the night schools are now examined. This special examination might take place before the end of July, and by the end of that month the Inspector would have completed the work of inspection for the year. The time which, under the present system, he would have employed in visiting the schools thus specially examined, he would, under the new system, devote to revising the papers. In order to keep a check on the schools thus specially examined, the Inspector might pay them a flying visit at some time during the year, without notice ; and it might be established as a rule, that every school should be examined by the Inspector in person once at least every second year.

No pecuniary loss to schools by the Revised Code.

Before concluding this chapter on the Revised Code, it may be convenient to mention that no pecuniary loss need be anticipated from its adoption. In the year 1865-6, the proportion of the Parliamentary grant made to each scholar—

	In England.	In Scotland.
In the Agricultural Districts was	£0 8 9½	£0 8 0½
In Non-Agricultural „ „	0 8 10	0 7 3½
In Mixed „ „	0 8 11½	0 7 9½

Scotland is not yet under the Revised Code, but as the schools in this country have now reached possibly a higher, but certainly the same standard as those of England, the managers and masters will obtain more money than they do at present out of the Parliamentary grant.

Upon the whole, therefore, we are of opinion—

1. That the Privy Council system of grants as at present administered under the Original Code (1860), does not meet the Educational requirements of Scotland.

2. That the system cannot be made to attain this object by any alteration of the rules, under which the Parliamentary grant is now administered.

3. That denominational inspection ought to be discontinued.

4. That the principle of the Revised Code is sound, and that the provisions of that Code should be extended to Scotland, with such modifications as have been indicated. And in particular, that article 4 of the Revised Code should not be applied to Scotland.

CHAPTER V.

AGES OF THE SCHOLARS AND ATTENDANCE AT SCHOOL.

THERE are no questions, connected with elementary education, more important than those which concern the ages of the scholars, and the period during which they attend school. Time, and the capacity to labour are such valuable commodities, that a child's education ought to begin at the earliest period consistent with physical health. And any attempt at school-legislation must fail, unless legislators take into account the period of life, which can be spared for educational purposes.

Various attempts have been made to ascertain the average period of time, during which children attend elementary schools, but these attempts have hitherto been unsuccessful. The English Commissioners, in their Report of 1861 (p. 85), expressed an opinion that the average duration of school attendance was 5·7 years, and according to the formula which they adopted we should arrive at a similar result. But, we have reason to believe that this calculation is incorrect, and that the average period is much shorter. The schedules, which were issued by us to the Registrars, contained no inquiry upon this subject. But the attention of our Assistant Commissioners was expressly directed to the problem, although it can scarcely be said that they have succeeded in solving it. The simple truth is, that no data exist from which a solution can be obtained. In the case of Glasgow, Messrs. Harvey and Greig have not attempted to draw up, in a systematic form, the facts connected with school attendance. With respect to the Highlands, Mr. Nicolson makes the following remarks, p. 103:—

‘ I found a vast amount of irregularity in the keeping of school rolls ; so much so, that I had to abandon the attempt to draw up statistics for the district of the numbers that had attended a certain number of days during the past year, far less to give any correct account of the number that had attended “ 176 whole days during each of the years 1861, 1862, 1863, 1864.” In the inspected schools this point is of course duly attended to ; but in the rest the matter is generally dependent almost entirely on the teacher, and the roll is kept in all sorts of ways, according to the degree in which his bumps of order and conscientiousness are developed, sometimes in a prepared book, sometimes on a sheet of paper, sometimes not at all. In the parish schools, when not under Government inspection, the sheet of paper was the favourite method, and it was in some cases rather an ancient document. In the schools supported by Societies there is generally more uniformity and regularity, many of them being obliged to keep the register in a systematic form, in books provided for the purpose, and to send periodical reports to their directors of the state of attendance. But on the whole the want of uniformity and system in this matter

'struck me, at every stage of my progress, as one of the things greatly demanding improvement, and too much in harmony with the irregularity of attendance on the part of the scholars.

'In connexion with this matter, it will be borne in mind that there are great obstacles to the cultivation of punctuality in this region. Clocks and watches are luxuries very rarely to be met with in the houses of the peasantry, and the number of schools in the district that can boast of a clock as part of their furniture does not amount to half-a-dozen.'

Colonel Maxwell and Mr. Sellar, although they have constructed a table with regard to the duration of attendance, distinctly state that 39 per cent. of the returns on this subject are mere estimates of teachers, and their conclusion, that 4·5 years is the average period of attendance, proceeds upon the assumption that every child whom they found at school began his schooling at five years of age.

Better to
rely on the
Reports of
the Com-
mittee of
Council.

In such circumstances, it seems better to confine our attention to the facts, bearing on the subject, which may be found in the Reports of the Committee of Council. These Reports contain no data from which the average period of attendance in elementary schools can be accurately calculated. Nor, indeed, is this of much practical importance. The questions upon which the legislature requires information are: the age at which the majority of children may profitably enter school, and the age at which circumstances compel the majority of children to leave school; and upon these the information is ample enough. Speaking generally, it is clear that, within a certain period of life, a child must receive its education, or it will receive none at all; and the business of the State is, to see that means are provided for supplying education to every child within this critical period. There is, we may add, another reason, why our attention should be confined to the Reports of the Committee of Council; and the reason is, that, except in inspected schools, the registers are so imperfectly kept, that no reliance can be placed upon them.

Scholars
attend
school be-
tween six
and twelve.

Taking, then, the last Report for 1865-66, it appears that on the registers of the day-schools in Scotland, 14·62 per cent. of the children were under four and between four and six years of age, and 70·44 per cent. of the children were between six and twelve years of age. After these limits the percentages rapidly diminish. Between twelve and fourteen the percentage is reduced to 11·16, and above fourteen it is 3·78. It may be assumed, therefore, that a large majority of the scholars attend school for some time between the ages of six and twelve; for we may add, that according to Mr. Sellar, of the fifteen per cent. of scholars which he found under six, the majority were between five and six. There is, however, no evidence from which it is possible to draw any accurate conclusion as to the average period of school attendance. The only fact ascertained is, that the percentages of scholars on the registers increase up to the period between seven and eight, and then diminish.

Difference
of age of
the scho-
lars in
different
schools.

It is to be observed, also, that there is a remarkable difference between the ages of the children who attend the Parochial and Free Church schools, and the ages of those who attend the Episcopalian and Roman Catholic schools. In the Parish and Free

Church schools, while 9·22 per cent. of the children are between eleven and twelve, in the Episcopalian schools the percentage at the same age is only 6·7, and in Roman Catholic schools 7·62. We may observe, in passing, that the same difference exists between the schools in Scotland and those in England as we have just pointed out between the Presbyterian and the other denominational schools in Scotland. For it appears that whereas in Scotland the percentage of children under six on the school register is only 14, in England the percentage is 25. The difference between the schools in the north and in the south, in this respect, is still more strongly marked by the fact that, during the year ending 31st August 1865, in England 26 per cent. of the children presented for examination were under ten years of age, whereas in Scotland there were only 11 per cent. presented under that age.

From these facts it appears, that in Scotland education does not begin much earlier than six years ; that in England it begins at four years of age ; but that in Scotland there is a somewhat larger proportion of the scholars above twelve than there is in England. In connexion with this subject it is important to note, that of late years this tendency to begin education at the earliest period has considerably increased. In 1855 there were only 2·98 per cent. of children under four at school, whereas, in 1865, the percentage was 6·32 ; in 1855 there were only 4·59 per cent. of children between four and five at school, whereas in 1865 the percentage was 7·54 ; in 1855 there were 7·18 per cent. of children between five and six at school, whereas in 1865 the percentage was 9·94. These tables refer to Great Britain, but probably, if the Scotch returns had been excluded, the result would have been still more striking.

Again, from the same table it appears that, while children are sent at an earlier age to school, they also leave earlier. In 1850, 14·13 of the scholars were between eight and nine ; in 1865, the percentage was reduced to 12·02. In 1850, 13·62 per cent. of the scholars were between nine and ten ; in 1865, the percentage was reduced to 11·72. In 1850, 10 per cent. of the scholars were between eleven and twelve ; in 1865, the percentage was reduced to 7·97, and so on for every period. Nor let it be supposed that the reduction is sudden or fitful, for the series of numbers shows that it has been steady and gradual.

The conclusions from these facts are obvious and important.

In the first place, it appears that parents are disposed to send their children to school at the very earliest age.

In the second place, it appears that the more schools are improved and the more rapidly children can obtain instruction, the sooner will they be removed from school. It may, perhaps, seem strange that while parents are inclined to remove their children at an earlier period than formerly, their appreciation of good schools is increasing. That such is the fact seems to admit of no doubt. For the Reports of the Committee of Council show that while the school age has gradually diminished, the number of years during which scholars attend the same inspected schools has gradually increased. In other words, the attendance of scholars has become

Education begins later in Scotland than in England ; but earlier than formerly.

Children leave earlier.

Conclusions.

1. Parents send their children to school at the earliest age.
2. The more schools are improved, the sooner are children removed.

more steady. In former days children were carried from school to school without much thought on the part of their parents ; in these days children remain at the same school during the whole period of their school-age. This is one of the most hopeful signs of the advance of popular education.

Such are some of the most important statistical facts, and they raise several practical questions of vital consequence.

1. Can school attendance be prolonged beyond twelve ?

1. It has already been observed, that comparatively few children at present remain at school after twelve years of age, and the question arises whether school-attendance can be prolonged beyond this period ? There is a considerable number of children who do not attend any school, and, no doubt, the poverty, apathy, and ignorance of the parents, especially in the large towns and in the Highlands, operate to produce this result.

Religious views of the managers do not affect the attendance of scholars.

It has been said, that the religious views of the managers or teachers of a school exercise considerable influence in attracting or repelling scholars. So far as the parents are concerned, the idea is groundless. We have already pointed out, that Presbyterian and Episcopalian schools are attended by children of all denominations ; indeed a majority of the Roman Catholic and Episcopalian scholars in the rural districts are not in schools of their own denomination. Mr. Rigg, himself a Roman Catholic, stated that he was in the habit of recommending parents to take advantage of the parochial or other Protestant schools in the parish, rather than that they should want education altogether ; and the reason he gave was, that he had ' never met with any attempts at proselytism in rural ' schools.' Upon this subject, the Assistant Commissioners are unanimous, and very distinct.

With respect to Glasgow, Messrs. Harvey and Greig say (p. 138) :—

' It is certainly not the incompetence of the teachers, nor yet the inadequate supply of schools, nor their inconvenient situation, that affects to any great degree the school attendance, and, *most emphatically, it is not because the parents differ in religious belief from the conductors of the schools within their reach, nor because a particular course of religious instruction is enforced.*'

With respect to the Hebrides, Mr. Nicolson says (p. 133) :—

' Denominational differences present no obstacle to the establishment of a uniform system of education. The statistics of the schools show that even now these differences have much less influence than is generally supposed, in the preference of one school to another. Were all the schools separated from special connexion with particular churches, and open equally to masters of all denominations, the mode of thought that gives rise to such preferences would soon cease to operate, and the only question for parents, if left to their own judgment, would be, " Which is the best and most convenient school ? "'

With respect to the rural districts, Mr. Sellar says (p. 35) :—

' That religious differences between parents and teachers or school managers seem hardly to exist, ~~and~~ at least to exercise no influence in determining the choice of schools ; that in the south, where the parents are left to themselves, they generally send their children to the best school in the neighbourhood, but in the north, the feelings called out by ecclesiastical disputes, though gradually subsiding, are still in existence, and allegiance to the minister may still affect the parent's selection of a school.'

The most powerful motive

Unquestionably the most powerful motive which induces parents to withdraw their children from school, is the fact, that, at the age

of ten or twelve, and even earlier, children can earn wages, which add considerably to the income of the family, or can render services at home, which are indispensable to the comfort of the household. The same influence has been admitted by every person, who has discussed the question of education. It may be useful, however, to record the evidence on the subject collected by our Assistant Commissioners. Speaking of the rural districts, Mr. Sellar says (p. 19):—

‘ In agricultural districts the school is opened and the children begin to “ drop in,” shortly after the harvest is off the ground ; but owing to this system of “ dropping in one or two at a time,” which some teachers consider their grievance in the country districts, the school is not even in a tolerable state of organization before Martinmas (November 11), and the classes cannot be thoroughly arranged or the work of the school satisfactorily carried on until the beginning of December. From December till the end of March, when the spring work commences, the attendance is good ; but immediately after the annual examinations by the Presbytery at the end of March and beginning of April, the numbers diminish. In the agricultural districts there is potato-planting, bark-peeling, turnip-hoeing, crow-herding, and such occupations, in which boys from ten years old and upwards can earn from 8d. to 1s. a day in the south, and from 20s. to 40s., with their food, for the half-year, in the north, while the girls have to stay at home to take care of the house and of their younger brothers and sisters, while their mothers are engaged in field-work. In pastoral districts there is peat-cutting, and in the lambing season, herding and watching ; and in the fishing villages there is constant occupation for children during the whole of the summer months. The parents cannot withstand these inducements. In most schools there was the same complaint. If the schools were good, the children were regular in winter but very uncertain in summer ; if indifferent or bad, they were irregular in winter, and did not go near the school in summer. There is, however, one exception to this rule, and that is in the coal-mining districts. In them, the attendance was generally better in summer than in winter. “ The reason of this,” said one of the teachers, “ is that the mining population in this district are of a very rough character. The parents drink their wages, and care nothing about the education of their children. They give them no clothes fit to go to school in during winter. In summer, when the weather is warm, rags don’t matter.”

With regard to the Hebrides, Mr. Nicolson says (p. 97) :—

‘ The irregularity of attendance at the schools is one of the most striking and discouraging facts to be noticed in regard to them. A glance at the roll in most cases shows that the months of November, December, January, February, March, and July are the only ones in which the school can be said to be in full operation. The roll reminds one of a meteorological table, indicating the changes of the season, and with them the variations in the causes which affect the attendance. Generally the vacation is in August or September, lasting for six weeks ; in some cases a month only. In a few cases the vacation is divided, three weeks being given in spring and three in autumn, apparently a judicious division. The school re-opens in the middle of October, but the attendance is never very good till the whole harvest operations are complete, which in this district they seldom are till November. Then comes what may be called the torpid season of the adults, but the active season of the schools. From the middle of November on into March, agricultural operations are mostly at a stand, and, with the exception of fishing and day-labour, where it is to be had, there is little exertion out of doors beyond what is required for the care of cattle and the bringing home of peats. The children therefore are at liberty to attend school more than at any other time, and they generally avail themselves of the liberty, with a praiseworthy contempt for the oppositions of wind, rain, or snow. The restraints of the weather may, however, in many instances, be pleaded as a valid excuse for non-attendance by poor children whose clothing is scanty, and who know not what change of raiment is. In April the agricul-

'tural operations begin. There is the preliminary business of cutting and gathering the sea-ware for manuring the potato-ground, then the tillage, the planting of the potatoes, and the sowing of the corn. Then this has hardly been got through when the season has arrived for cutting and drying the peats; and this extends, according as the weather suits, through May, and it may be June. Then, in those parts where the practice prevails, the younger men go off to the east-coast fishing, or to the Lothians, and women also, leaving the home operations to be performed by the older people and the young. Thus the half of spring and of summer are occupied in ways that interfere with the school. The occupations are perhaps much more prolonged than they need be, for in this district it is not customary to exert one's-self severely to finish in a day what can be more agreeably overcome in two. The school begins to fill again in June, and generally has a fair attendance in July. Then in August it begins to fall off, as the harvest season approaches, and the presentiment of the vacation begins to suggest itself.'

Messrs. Harvey and Greig, at the conclusion of their Report, make the following observations on this subject (pp. 138, 139):—

'The third head refers to a number of questions bearing upon school attendance, and the answers may be briefly summed up.

'(1.) The apathy and indifference of parents are the chief causes why so many children attend no schools; and in a less degree their poverty, and consequently their inability or reluctance to forego their children's wages; and in the case of both boys and girls, but especially the latter, the necessity that there is for their services at home. Some girls have to perform the household duties in the absence of the mother at work. Others are required to assist their mother, and especially to take charge of the younger children; and both boys and girls to run errands, and to make themselves useful in other ways. Formerly, it was absolutely necessary for the wife or one of the children to carry the husband's meals at breakfast and dinner-time to his place of work; but this cause of the employment of children, and consequently of their irregular attendance at school, has been greatly modified, and promises to be almost entirely done away with by the cooking-depôts established everywhere in the chief centres of labour.'

And again:—

'(4.) The attendance of children at school is seriously affected by the demand for their own labour, and in a less degree by the wages which their parents earn.'

Indeed, in Glasgow, as in every large town, the labour of young children is peculiarly valuable. In the central and other districts of that city, it appears that 'children can add from 2s. to 5s. a week to the 'wages of the family;' and in the Clyde district the Commissioners found 750 'tobacco boys' at work, some as young as seven, but the greater number nine, ten, and eleven. The rate of wages of these children is from 1s. to 3s. 6d. per week. Again, the Rev. Henry Thomson, in his account of the Roman Catholic population of Glasgow, says (p. 157), after speaking of the cotton mills:—

Roman
Catholics.

'But in other public works, such as silk-mills, potteries, foundries, glass-works, paper-mills, match-works, etc., there does not appear to be any such restriction, and so children are admitted to work very young in them. It is no uncommon thing to see children nine or ten years of age in many of these works. The father, perhaps, is not earning more than 12s. or 13s. a week, and he has a wife and four or five little children to support, and he has the chance of securing 2s. 6d. or 3s. a week more; though this is necessarily at the expense of his child's education. In some instances, not a few, I have seen children sent very early to work, where there was no such plea. In these cases it seemed to be either simply a desire to make the child support itself, and so be less a burden on the father, or because the child did not care for school, and was keen to go to work, and the child was simply allowed to have its own way.'

The Report of the Registrar-General for 1851 sums up, in a few sentences, the whole subject :—

Registrar-General.

‘ Children of the labouring classes are employed at an early age—some permanently, others temporarily—at a rate of recompence which, though apparently trifling, is sufficient for their maintenance, and more than sufficient to induce their parents to remove them from school. It is evident that even the lowest amount of wages which the child of a labouring man will receive (from 1s. 6d. to 2s. per week) must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement, and retain the child at school in the face of such temptation.’

From these extracts it appears that the withdrawal of children from school at a particular age is caused by the circumstances in which the parents are placed, and the necessity of eking out a scanty income by every fair means within their reach.

Conclusion.

To many this state of things appears inevitable ; for it seems vain to contend against the demands of labour and the necessities of existence. Do what we may, children must continue to be withdrawn from school at ten or twelve. This is a fact, which, as it cannot be altered, must be dealt with. Others, again, regard the existing state of matters as a serious evil, for which they would fain try a remedy. According to them, no child ought to leave school until thirteen or fourteen ; and parents, who ignore this principle, are denounced as cruel and avaricious. It may, indeed, be admitted that no child ought to be set to work, until it is physically capable of enduring the necessary exertion. But, as soon as that period of life arrives, it is the duty of the child to aid its parents in maintaining their independence, and in contributing to the comfort of the family. Nor, indeed, is the time of life at which the majority of children leave school the chief cause of their defective education. The chief cause is irregularity of attendance, and this is precisely the evil which parents have it in their power to remedy. The importance of regularity in the rapid attainment of knowledge is well understood, and may be readily illustrated. Thus, Mr. Sellar in his Report, speaking of the Wellington Reformatory for criminal children, says (p. 116) :—

Can the present state of things be remedied?

Irregularity of attendance.

‘ The point of interest to our inquiry to be noticed in such an institution as this, was the remarkable influence produced on these children by enforced regularity in school attendance. In the ordinary country schools many children were presented to us who had been four years at school, and who, in that time, had not acquired so much of the rudiments of instruction as some of these criminal boys had acquired in four months. Something, no doubt, must be allowed for the difference in natural intelligence, but, after a wide margin is given for that, the difference between the two remains so striking, that it cannot be accounted for in any way but by the fact that the one set of boys attend school every day for a stated number of hours, and the other set attend at irregular intervals for four months during the year. Everything that tends to induce the parents to insist on regular attendance on part of the children should be carefully fostered.’

In the difficulty surrounding this question, then, it will be prudent to assume, in framing a scheme of National Education, that the majority of scholars will leave the day-school at ten or eleven.

2. The next question to be considered is, Whether children, before

Can children before twelve acquire the elements of a sound education? reaching the age of twelve, can acquire the elements of a sound education? In other words, What is the standard of knowledge attainable by a child of ten or eleven years of age, if he has been properly instructed? The Rev. Mr. Fraser, who was commissioned by us to visit the schools in Canada and the United States, thus describes what he considers the attainable standard :—

‘I venture,’¹ he says, ‘to maintain that it is quite possible to teach a child soundly and thoroughly, in a way that he shall not forget it, all that is necessary for him to possess in the shape of intellectual attainment, by the time that he is ten years old. If he has been properly looked after in the lower classes, he shall be able to spell correctly the words that he will ordinarily have to use ; he shall read a common narrative—the paragraph in the newspaper that he cares to read—with sufficient ease to be a pleasure to himself and to convey information to listeners. If gone to live at a distance from home, he shall write his mother a letter that shall be both legible and intelligible. He knows enough of ciphering to make out, or to test the correctness of, a common shop bill. If he hears talk of foreign countries, he has some notion as to the part of the habitable globe in which they lie ; and underlying all, and not without its influence, I trust, upon his life and conversation, he has acquaintance enough with the Holy Scriptures to follow the allusions and arguments of a plain Saxon sermon, and a sufficient recollection of the truths taught him in his catechism, to know what are the duties required of him towards his Maker and his fellow-men.’

Again, one of the most experienced Inspectors, Mr. Mitchell, says :²—

‘I find that properly taught children of ten years of age can write from dictation of the Third Book very well, with few mis-spellings, at the rate of about a minute a printed line, and for twenty minutes. They will work also fairly sums in the compound rules, multiplication, and division of three figures.’

It will probably be admitted, that the standard just described is not unreasonably high, and yet, that any child who attains it will possess the elements of a sound education. It is evidently the same standard as that, which the framers of the six standards of the Revised Code had in view ; and it appears to be identical with that adopted by our Assistant Commissioners, in estimating the comparative merits of the schools which they examined.

Standard of the Revised Code and Assistant Commissioners.

Infant schools comparatively few in Scotland.

At the same time, it must be remembered that, in order to attain this standard, the child must be well taught, and ought to be sent to school at the earliest period. From the facts, however, which have been already stated with respect to the ages of the scholars, it should seem that, according to the practice in Scotland, education does not commence until the child is nearly six years old ; and in this respect he is at a disadvantage. We have already stated that in England, of the children on the school registers, 25 per cent. are under six ; whereas in Scotland the percentage is only 14. But the contrast, between the condition of the two countries, becomes still more striking, when we compare the number of Infant Schools in England with their number in Scotland. From a return of the Committee of Council, it appears that of the total Church of Scotland school departments only 4·4 per cent. are Infant departments ; whereas of the total number of Church of England school depart-

¹ Report (1861), quoted by the English Commissioners, p. 243.

² Min. 58, 59, p. 71.

ments, the percentage is 14·4. Of the total Free Church school departments 8 per cent. are Infant ; whereas, in the case of British and Wesleyan schools in England, the percentage is 15. In corroboration of this, Mr. Sellar says (p.91) that there were only eight Infant schools in the 133 selected parishes ; and of 4177 scholars under six years of age, only 553 were attending Infant schools, properly so called. Messrs. Harvey and Greig say, that in Glasgow ‘ there is no such thing, among the Sessional schools, as an Infant department, properly so called ; and we found great dislike, on the part of the masters, to the idea of its introduction as a branch of the ‘ general elementary school.’ Mr. Nicolson says that ‘ there were ‘ only two schools in all the district expressly designed for infants.’ It may be stated, therefore, that in Scotland the system of Infant schools (properly so called) has made but little progress. But further, as might be anticipated, a difference of system exhibits a corresponding difference of results. Thus, looking to the results of the examinations in Standard I. we find the percentage of passes as follows :—

	STANDARD I.			
	R	W	A	Percentage of children over ten years of age.
In England and Wales,	82·1	85·1	74·1	7·7
In Scotland. . . .	85·0	58·7	57·6	5·5

The contrast between the success of the English children in writing and arithmetic, as compared with those of Scotland, is remarkable enough. At the same time it is fair to observe that, when the Revised Code was introduced, ‘ It had,’ as Dr. Woodford says, ‘ become the universal custom in Scotland to postpone the commencement of these branches (writing and arithmetic) ; and the Scottish schools were not prepared to be tried by the Revised Code.’

The Assistant Commissioners had their attention directed to the subject of Infant schools ; and although, as we have observed, the number of such schools is not large, the remarks to be found on this subject in the evidence, collected by us, deserves serious consideration.

Mr. Sellar says (p. 92) :—

‘ The system of teaching is very much the same in all infant schools. Not much in the way of learning is to be expected, but kind attention and good discipline do a great deal towards the education of young children. The Free Church infant-school mistress at Stenhousemuir, in Larbert parish, appeared to combine the two qualities of kindness and discipline in an unusual degree. The school was a very interesting one to visit.

‘ There were about 120 children, ages from four to eight, all present at the same time, sitting in rows running up gradually from the floor, the youngest on the lowest benches, and the oldest on the highest. A little reading, a little spelling, and a little Bible knowledge, got from stories about Adam and Eve, and

Mr. Sellar's opinion in favour of infant schools.

'Moses, and above all, from the history of Joseph, in which the children seemed to take the liveliest interest, was all that we looked for from them. But we found that two classes knew the multiplication-table well, much better than older children in other schools of higher pretensions. The children sung out the answers altogether, and then they gave them separately, one by one. It would have been more satisfactory to hear them give the answers one by one first, and then altogether, but in the case of such very young children, the system followed was perhaps all that could be expected. Before we left them, they went through their exercises and songs, describing the movements of a clock, and of their own limbs and bodies, in the usual way in infant schools. It is a very pretty sight to watch these children at their lessons, and their singing exercises. They, or at least the great majority of them, look alive and interested and happy while they are performing, and if there are three or four very little ones fast asleep on the benches nearest the fire, it is surely much better for them to go to sleep in a clean schoolroom, by a warm fire, where they are well cared for, than to lie about in the gutters in front of their houses, or to render it necessary to keep their elder sisters at home to look after them while they ought to be at school. This opinion, however, does not appear to be generally held in Scotland. Many of the ministers with whom we conversed upon the subject disapproved of the institution of infant schools. Some of them said that they always recommended parents not to send their children to these schools, or to any school, until they were six years of age or upwards. The reason of this dislike, on part of many of the clergy, towards these schools is very difficult to discover. The only real objection to them is that mentioned by Mr. Middleton in his answers to the questions, namely, that the elder children are apt to stay too long in such schools, and to waste their time in infant-school education. But that can be remedied by a system of double departments, and, as he says, is already partly remedied,—a view which is corroborated by our returns, which show only 7 per cent. of children over eight years of age at infant schools. It is true that these schools that we came across were nearly all in connexion with the Free Church, and the Established clergy had very little experience of them. But wherever there was a well organized infant school, we generally had good accounts of the results of its teaching. In one or two instances, we were told that *the difference in more advanced schools between the children who had been at infant schools and those who had not was very remarkable.*¹ Those from the infant schools went rapidly ahead of those who came to school at seven or eight years of age for the first time; and the reason of the thing is obvious—the one are disciplined and the others are not. Take two children of three years old respectively; send one to an infant school, and even let him sleep the whole day there; and let the other lie about the fire in his mother's house, or play about the gutters, till they are seven years of age respectively, and then send them both to the same advanced school. Though neither of them may have learned much, the infant-school trained one has at least learned discipline and regularity and cleanliness, and may have learned a great deal more, while the other's knowledge is, in all probability, confined to uncleanly habits. But if infant schools were nothing better than well-ventilated nurseries, they would be of use to poor parents in most country districts. A mother can go about her work without anxiety when she knows that her children are safe at the infant school, and, what is even of still greater importance, there is no call to keep the elder girls at home to look after the younger ones. They can go together to the same school—the infant to the infant department, and the growing girl to the girls' school. Parents repeatedly spoke to us on this subject. They said they did not care to send little children of four or five to the parish school when they were along with grown-up boys and girls, and under the charge of a man. There should be two departments in all country schools; one under a woman, trained and certificated by all means,

¹ 'If two children enter an elementary school at the age of seven, one coming from a good infant school, the other uneducated, the child from the infant school will make as much progress by the age of ten as the other will by the age of twelve; a matter of great and increasing importance when the age of withdrawal from school and growing earlier.'—*Report on Popular Education (England)* 1861.

‘and well paid, and she should teach the children of both sexes till they were seven or eight years of age, and then let the boys, at least, be sent to the advanced department. Such was the opinion held by many of the parents who spoke on the subject. Infants should not be under the charge of a man. He cannot put up with all their foibles and little miseries, and when they are sent to the ordinary parish school, as is almost universally the case in Scotland at six or seven years of age, they do very little good for a couple of years; whereas, if they were sent to an infant school, and kept under the charge of a woman till they were seven or eight, they would come to the advanced school trained in school ways, and ready to receive what instruction the teacher could give. The tradition of the parochial system is against this, and teachers’ fees would be smaller if no children were admitted till they were seven or eight years of age. But it seems natural that, in this aspect at least, which is not like the selection or dismissal of a teacher, the parents are the best judges of what is for their interest; and the fact that even in the country districts they expressed a desire for the establishment of such a system is worth consideration, because, if they consider infant schools of importance in the country, *a fortiori* they must be of importance in towns.

These remarks apply chiefly to the rural districts, but the venerable Dr. Muir of St. Stephen’s thus describes¹ the infant schools in his parish:—

Dr. Muir
of St.
Stephen’s
in favour of
infant
schools.

‘We have three distinct classes under the roof. The one is a very precious one, and I should like very much, for the interests of the country, to see it widely spread,—I mean the infant school. I am thoroughly persuaded that an infant school, conducted as an infant school ought to be, not with any attempt prematurely and unnaturally to cram the minds of infants, but by gentle treatment, and giving out to them as much as they can take in; by attending to their health; by proper exercise, along with all kindly superintendence; and, above all, saturating their minds from the earliest period with the truth as it is in Jesus, in such portions as they can receive,—the benefits arising from such a school as an infant school so conducted are inestimably precious; and during a very long experience in parochial management, I have found that it is the true foundation for the succeeding classes. In the infant school, the boys and girls are brought together, but when they get to a certain age the boys are drafted to the boys’ school, and the girls to the girls’ school. I have three classes, and throughout the year we instruct very nearly 600 young persons from the parish and the neighbourhood; but the infant school, well conducted, lying at the basis, is, I think, most precious.

‘Of these 600 children, what proportion belong to the infant school?—We have at this moment 170 or 180 on the list of infants. I think our teacher has almost never any day less than 140 or 150, and she is the very perfection of a teacher; she keeps them in perfect order, and that through the instrumentality of unmingled gentleness. And then it is a great relief to the minds of the children’s parents, who are obliged to turn them out of their houses to have them cleaned and put in order, that instead of having these little creatures crawling in India Place or Jamaica Street, at the risk of being run over by carts, they are the whole day in the school amused and receiving a certain amount of education.

‘Do you trace these infants from the infant school through the upper classes for the most part?—Yes, and find them improved scholars. I may mention that there are more cases than one where these little creatures, carrying into their parents’ houses scraps of Divine poetry, verses of Scripture, moral lessons, religious truths, have actually been what you may call teachers of righteousness to their parents, diffusing a leaven almost of holiness in their houses.

‘You say the infant school system has continued for a considerable period with you?—We have had it ever since I had a school in St. Stephen’s.’

The population of St. Stephen’s is about 8000, and a large majority are very destitute. In Jamaica Street, said Dr. Muir, ‘are crammed no fewer than 1200 souls;’ in India Place there are from 800 to 1000; then there are the purlieus of the lower premises in

¹ 1st Report, p. 284.

Mr. Currie's evidence to the same effect.

'Cumberland Street and likewise the west side of Pitt Street, in which places there are, I am sorry to say, not only second sunks but third sunks, so that many of the families are living almost in Stygian darkness.' The long experience of Dr. Muir, and the locality in which it has been gained, render his evidence peculiarly valuable. Again, Mr. Currie, the Rector of the Church of Scotland Training College, Edinburgh, thus speaks on the same subject:¹—

'Of the abstract propriety of infant schools I need say nothing; as to their utility in the present condition of society there can hardly be two opinions. If the age at which children leave school is being gradually lowered, there is the more pressing need for turning their earlier years to good account, to say nothing of the fact that multitudes of parents are absolutely obliged by their social exigencies to have their children placed under other supervision than their own between the years of four and seven.

'During these years the infant school does much to prepare its pupils for making more rapid progress subsequently; whilst it imbues them with correct views and habits.'

Infant schools comparatively cheap.
Mr. Nicolson.

One of the advantages possessed by infant schools over others consists in the fact that they are comparatively cheap, because they ought to be taught by mistresses. Upon this subject Mr. Nicolson says (pp. 110, 111):—

'While, therefore, there are only two schools in all the district expressly designed for infants, and so-called, it appears that the teachers of the other 224 schools are to a large extent occupied in the teaching of infants. My experience in this matter coincides with what I believe to be the general opinion, that the teaching of infants is work for which women are more adapted than men. A provision for intrusting this work more generally to female teachers would probably not only improve the character of the existing schools, but draw forth into attendance a large number of young children who are at present kept at home, chiefly engaged in domestic recreations not conducive to the neatness of their own aspect, or to the comfort and equanimity of their mothers. The number of such in this district between the ages of three and five, by the census of 1861, was 4062.'

And Mr. Currie says (p. 134):—

'The necessity for good infant-schools would seem to be daily increasing, and along with it the necessity for properly trained schoolmistresses. I say schoolmistresses, for though in the early days of infant schools there was some hesitation as to whether they should be presided over by masters or mistresses, it may be held as having been long since settled that women are the proper superintendents of such schools. It was not without reason that one of the most ardent and judicious promoters of popular education in our day, the late Professor Pillans, was wont to express a very strong opinion on the propriety of cultivating this department of that work, and of providing means for conducting it efficiently.'

Evening schools.

Closely connected with the subject of infant schools, is that of evening or night schools. They are, in fact, parts of one system. If children cannot attend the day school after twelve or ten years of age, it is essential that they should begin their education at the earliest period; but it is equally essential that those who are compelled to leave school or to begin work at so early an age, should have the means of continuing their education for some time longer. And such is the object proposed to be accomplished by night schools.

¹ Answer to Heads of Examination, p. 134.

This is a subject the importance of which becomes every year more conspicuous, because, every year, the labour of children becomes more valuable. In America, their importance is distinctly recognised¹ by the law. In Massachusetts, the children employed in factories are described as rushing 'to the evening school when 'opened each year.' But it is said that generally 'they do not 'attempt secondary education: they still deal with the elements of 'knowledge only'—'the simplest instruction in reading, writing, 'and arithmetic.' In England, the system was begun in 1839, at the suggestion of Bishop Hinds, and has since been continued, with increasing success, both in the towns and in the rural districts. According to the Report of the Education Commissioners (1861), the number of evening schools was 2036, and the scholars amounted to 80,926. In Scotland, the system does not appear to have taken very deep root. But the evidence, which we have collected upon the subject, shows that there are many persons in this country who are perfectly alive to its importance. In the strictly rural districts, it was not to be expected that night schools would be numerous. Most of the parents have been educated at the parish and other schools. They know the value of education, and generally send their children, with tolerable regularity, to the ordinary day schools. Nor, indeed, is it uncommon to find the Scottish peasant devoting his long winter evenings to the instruction of his children in the scanty knowledge, of which he may himself be possessed. When, therefore, we turn to the Reports of H. M. Inspectors, and of our Assistant Commissioners, it is not surprising to find that, except in the towns, evening or night schools scarcely exist. According to the Committee of Council Report for 1865-66, the total number of evening scholars in average attendance in inspected night schools was only 1806; and Mr. Black is the only one of the inspectors who touches upon the subject. He says:—

Mr. Black's evidence.

'There are, I believe, a good many night schools in my district, but none of them is under inspection. In many remote parishes, however, a custom still prevails, which in some measure answers the same purpose as night schools.

'Young men engaged in agricultural work, on widely scattered farms, cannot conveniently be assembled in the evenings for instruction. They therefore take a winter now and then for their own improvement, leave "service" altogether, and go to the day school. The amount of work which these lads go over in a short time is something marvellous. Most of them return in spring to their usual employment; a few become so zealous that they either contrive to remain at school, or return winter after winter for several years. The following is an extract from my Report on a parish school, in which I found a number of these winter pupils:—

' "This school is numerously attended, and conducted with great spirit. Its most striking characteristic is the attendance, for the winter months, of a large number of grown lads, some of whom appear to be older than the teacher. This, though a desirable enough thing in itself, does not at all improve the appearance of a school, for such lads are generally unable to fall into the ordinary classification. Here, however, many of them are well advanced; and those who do not join their classes in all the branches are, nevertheless, doing good work."

Mr. Nicolson says that there is only one night school in the

¹ Fraser's Report, App. F.

Hebrides. Mr. Sellar says¹ that in the purely agricultural districts their existence 'is spasmodic and intermittent, and not generally 'successful.' 'In such districts,' he adds, 'people cannot be expected to walk two or three miles in cold winter nights, after a 'hard day's work, for the purpose of spending a couple of hours in 'reading with much difficulty and very little pleasure some such 'book as Collier's *History of the British Empire*.'

'Winter,' he continues, 'is the season when they are open. The spring and 'summer evenings are too precious. In the long daylight there is some gardening 'or other outdoor work which suits the taste of the working classes, and which 'seems a practical and paying use to make of their leisure; while elementary 'education is irksome, and not practically paying. But in the long winter even- 'ings, from six o'clock till eight, there is nothing better to do. The schoolroom 'is warm and comfortable, and fire and light are provided at the teacher's 'expense; the scholars have not far to go, and they may as well "pick up a ' "little learning" as not, and so they attend school.'

But in the towns, and even in the country, wherever there are factories or coal mines, or where there is a concentrated population, as in Maybole, night schools are generally in operation, and sometimes with the best results. As a specimen of an efficient, well-conducted evening school, Mr. Sellar gives a detailed description of Messrs. Cowan's schools at Penicuik. The schools are attended by the boys and girls in the mills. The ages range between thirteen and twenty. The schools are open for sixteen weeks or eighty nights during the winter months only. As a general rule the proprietors pay the master; but if the attendance of any scholar 'does not 'attain to two-thirds of the number of days appointed for each of 'the shifts, then that scholar has to pay the fees and all expenses.' The subjects taught are quite elementary. Mr. Sellar concludes his description of the schools thus (p. 113):—

'Schools like these cannot fail to do an immense amount of good wherever 'they are established in the midst of such a community. The visit paid to 'Messrs. Cowan's paper-works convinced us that the effect of the evening schools, 'and the general tone and system of management in the works, could not but be 'beneficial to the people employed in them.'

Evening
schools in
Glasgow.

In large towns, evening schools are admitted to be a necessity. In Glasgow, it appears² that there are eighty-five, with about 7000 on the roll, and about 5300 in actual attendance when the returns were made. These schools are at their best in the months of September, October, November, and December. They are then closed. But they open again in February, and continue, in a languid condition, for three or four months. The most important of these institutions are the Martyrs' Schools, four in number, established by Dr. Macleod of the Barony. They are attended by 230 young men and women, eighteen years of age and upwards, of whom 75 per cent. are between eighteen and twenty-five, and 20 per cent. are between twenty-five and thirty-five. The pupils belong exclusively to the working classes. The young men are employed as mechanics, engineers, labourers, etc.; the young women in factories, shops, and domestic

¹ Sellar, p. 108.

² Harvey and Greig, p. 110.

services. The large majority pay their own fees, which are 3s. a quarter; but in a few cases the fees are paid by the managers.

As to the knowledge of the pupils when first admitted, Mr. M'Taggart, the master, says:—

Knowledge on admittance.

'It may be said generally of all who seek admission to these classes, that their elementary instruction is in a very backward state. To speak particularly, 25 per cent. of the whole come to learn the alphabet; 45 per cent. more have very imperfectly acquired the elements of reading, with scarcely any writing, and no arithmetic; and the remainder and more advanced mostly profess to be well acquainted with reading, writing, and arithmetic; but it is commonly found that even these have much to unlearn, and invariably much to improve. In spelling, all the pupils are deficient; and many enter specially for instruction in this branch, which, on account of the imperfect knowledge of sound which they have previously acquired, it is very difficult to teach. It can hardly be said of any, indeed, that they possess a good elementary education.'¹

The subjects taught in these schools are purely elementary. At first the syllabus included others; but they were soon withdrawn, and attention is now exclusively confined to reading, writing, arithmetic, grammar, and geography. The ignorance of the pupils on entering would seem to necessitate this restriction. It is confirmed by some remarks of Mr. Sellar, which are quoted below. And we may observe, in passing, that in this respect they closely resemble the night schools in America, of which Mr. Fraser has given an account, in Appendix F to his Report, p. 401.

Subjects taught elementary.

As to the beneficial effects of such schools, there can be no doubt. Speaking of the Martyrs' School, Mr. M'Taggart says that they have exceeded the most sanguine expectations. He adds:—

Beneficial effects.

'Old men and women, to whom the Bible had previously been a sealed book, and the pleasures of literature unknown, were taught to read; many who had never enjoyed the great comfort and privilege of communicating with distant relatives and friends were taught to write; numbers even, to whom figures in their simplest combinations were inexplicable and mysterious, were taught to cipher; and all of them, for the most part actuated by no fixed principles of action, were nightly brought under a regular system of moral influence and restraint, were taught obedience to law, and the propriety of order and good behaviour. Many of them turned their attainments to good account, and improved their social position.'

But although the results of night schools, when established and efficiently taught, are most valuable, the conduct of such institutions is attended with peculiar difficulties.

In the first place, the duties of the teachers are extremely onerous. Mr. Sellar says (p. 109):—

Difficulties of such schools.

'Where a miscellaneous body of young men and women, ranging from the ages of nine or ten to twenty-five or thirty, are collected together of an evening, very backward it may be in the elements of reading and spelling, and greatly ashamed of anything like a public exhibition of their ignorance, it requires the most delicate management to get them to do any work that is likely to be of value. You cannot ask a big man of twenty years of age to read aloud—or rather, stumble through aloud—an infant's book; yet if you set him to anything higher, he is at once taken out of his depth. This is the prevailing fault in all evening schools, and the danger that nearly all teachers incur. The books are invariably too far advanced, and hence the pupils rarely get over the first elements, and being badly grounded, can never read with pleasure or accuracy. An ignorant and uneducated man commencing a course of English instruction by

¹ Harvey and Greig, p. 145.

‘reading Collier’s *British Empire*, is in the same position as a man commencing to study Pindar before he knows the Greek alphabet, or to read Dante before he knows the elements of Italian; yet teachers say that whenever they have attempted to induce their scholars to begin with the rudiments, they leave their schools. Full-grown men and women will not be persuaded to read in an elementary book, and they will not be persuaded to read aloud. They are so ashamed of their ignorance, and so afraid of compromising themselves with their fellows, that it becomes an almost hopeless task to attempt to make them open their lips. Writing commits them to nothing, as no one sees their copies but the teacher; hence this branch of instruction is more popular than any other. So in our returns, while 596 are returned as learning reading, there are 695 (or an increase of nearly 100 out of 700) learning writing. The teacher therefore has often to confine himself to walking round and speaking to each scholar individually, while the class is engaged in learning to write, or to do simple sums in arithmetic.

‘The nicest tact, moreover, is required in the organization of the classes. The scholars are nearly all at a different stage of progress, so that individual teaching would nearly be requisite. But this, of course, cannot be given. Hence this difficulty in arranging the classes. These young men and women are very sensitive about their own proficiency, and will not be kept in elementary classes; and whether fit for it or not, they virtually insist upon promotion, and will not be kept backward when their neighbours are pushed on.’

Cost.

But, further, the number of masters required in such schools is so large that the cost of conducting them is considerable. Mr. M’Taggart reckons that one master is required for every twenty or thirty pupils. This point is so important that we think it right to quote the whole passage.

‘To do this kind of teaching thoroughly, one master is required for every twenty, or at most, thirty pupils. This estimate may be considered excessive, but it is to be borne in mind that the time devoted to the work is very small, compared with the amount to be done. Although the school is nominally open for two hours each night, one hour’s work is, on an average, all that can be reckoned upon. The greater number of the pupils, from their backward state, must be constantly under the direction of a teacher to keep them from flagging. They have no knowledge to fall back upon as a help to their work, and cannot without assistance get through the trifling difficulties that constantly beset their path. To leave them much to themselves, and force them to make an effort on their own behalf, would be a hopeless proceeding. They must be watched and encouraged, and led a good way on their course before it would be prudent to leave them to do much for themselves. For these reasons it is necessary to employ a large staff of teachers. Practically, in the Martyrs’ school, it is found necessary to employ one teacher for every twenty-five pupils, in order to produce anything like satisfactory results. Each teacher has a certain portion of the work assigned him, for which he is responsible, and in no case does it exceed what he can properly undertake; thus no pupil is left to a chance or irregular hearing. There is necessarily much individual teaching, arising from the difficulty experienced in grouping the pupils, and of securing, even when they have been classified, a uniform rate of progress. The teachers employed are invariably well qualified for the duties of their office, and are either in possession of the Government certificate of merit, or have attended College for at least two sessions. They are paid at the rate of from fifteen shillings to thirty shillings per week, according to their position in the school, a wage considerably higher than that paid in ordinary night schools. We have few changes of teachers in consequence.’¹

How can night schools be encouraged?

The important question remains, in what way these night schools can be encouraged. It is clear that they are still in their infancy; but, it is equally clear, that there is a great demand for them among the working classes, and that, if they were thoroughly efficient, they would be numerous attended, and probably prove of the utmost

¹ Harvey and Greig, p. 149.

utility. The Government under the old Code did not hold out much encouragement to those who were desirous of establishing them. According to Mr. Lingen¹—

‘The principle upon which evening schools are assisted out of the grant is this, that elementary schools may very well meet three times daily—in the morning, in the afternoon, and in the evening; and that it is not necessary that in the evening the scholars should be the same as those who attended in the morning or afternoon; that scholars who have left the school, and wish to perfect their elementary education, might continue to attend the school as evening scholars, and that the establishment of teachers in the school might be made sufficient to manage three meetings instead of two. That, in general terms, is the principle on which the Committee of Council proposes to aid evening instruction. But where evening schools are founded as institutions practically independent of day schools, they are combined with so many other things, often most useful,—clubs, reading-rooms, coffee-rooms, etc., that they get over the border of elementary education, and belong to a part of that which men do for themselves, rather than trust to any one else to do for them.’

Night schools are of course under inspection, and under the old Code the scholars were obliged to make an arrangement to attend at the time the inspector visited the elementary school. This was often impracticable. But when the Revised Code was introduced, it was found that the inspector could not visit the night school at the best time of the year, and thus the managers lost a great part of their grants, from the absence of the scholars. This defect has now been remedied by special provisions, which enable the managers to conduct the examination in the absence of the inspector. According to the Report of the Committee of Council, 1864-5, p. xx. these arrangements have proved completely successful; and some of the inspectors anticipate that ‘they are likely to lead to the increase and improvement of such institutions.’

It will be observed, however, that, according to the present rules, a night school is, of necessity, connected with some day school. Now, it has been often suggested, and in particular by the English Commissioners (1861), that this rule should be relaxed. No attempt has yet been made in this direction, although it is difficult to understand, what valid reason can be alleged against such alteration. It is true that, as a general rule, a night school may be conducted with more economy if it be connected with a day school. But the establishment of night schools is so important, that every obstacle in the way of their creation ought to be removed.

3. But assuming that ample school accommodation and a staff of efficient teachers have been provided, what probability is there that the parents will make use of these advantages? Is there any reason to believe that they will do so of their own free will, or will it be necessary to compel them by legal penalties? In order to arrive at a just conclusion on these questions, the first thing to be ascertained is the existing state of things. How are the people of Scotland, as compared with other countries, in the matter of education? Are Scotch parents more negligent or less negligent in this respect than parents in other countries? Upon all these important questions we have collected evidence so ample as to preclude, we believe, the possibility of doubt. The returns of the Registrars

¹ 1st Report, p. 332.

The present state of matters.

and those of the Glasgow Commissioners cover four-fifths of the population. Moreover, the five Assistant Commissioners have thoroughly examined on the spot the schools which supply education to 22 per cent. of the people of Scotland. Assuming the school age to begin at four and to end at fifteen, it may be stated that throughout Scotland, excluding Glasgow, the larger towns, and the Hebrides, 31 per cent. of the children between these ages are not on the roll of any school; in the Hebrides 35 per cent. are not upon the roll of any school; and in Glasgow 48 per cent. are in the same predicament. Assuming, however, children of the school-age to mean all between 5 and 13, that is, all who have completed their fourth, and have not yet entered their fourteenth year, we shall find that this amounts to about 1 in 6 of the population. Now, it appears from the Registrars' statistics that in Scotland, excluding, as before, the larger towns and the Hebrides, the scholars to the population are as 1 to 6.5. In the Hebrides, the ratio is 1 to 7.5. In Glasgow the ratio is 1 in 9.6. In these two districts, education is certainly not in a satisfactory condition, so far as the number of scholars is concerned; but in the rural districts the state of things is as satisfactory as in Prussia, where school attendance is enforced by pains and penalties. And according to our Commissioner, Mr. Fraser, the ratio of scholars to population, even in Massachusetts, where a stringent compulsory law prevails, is not superior to Scotland. Speaking of England, which is inferior to Scotland in this respect, he says :¹—

'Anyhow, it would seem that the condition of schools in America, as respects both the percentage of attendance and the period of attendance, is no better than, indeed hardly so good as, the average condition of schools among ourselves.

'Of course this is no matter for exultation; but it may at least dispose us to acquiesce in a shortcoming which appears inevitable, and teach us that under all systems there will remain a mass of apathy, thriftlessness, and ignorance, against which it is certainly our duty to fight, but which it is vain to hope ever effectually to subdue.'

From these statistical facts, it seems fair to conclude, that, although the present state of things, so far as the presence of children in what are called *schools*, admits of improvement, it cannot be regarded as positively bad. At all events, these facts indicate no reason for supposing, that the majority of Scottish parents are unwilling to take advantage of the means of education placed within their reach. Indeed, if the *quality* of the schools is taken into account, it is perhaps matter of surprise that the number of scholars should be so large as it is.

Desire of parents for the education of their children.

But the reports of the Assistant Commissioners furnish evidence, which may be regarded as conclusive on the general desire of parents for the education of their children. It is, certainly, their unanimous opinion, confirmed by the evidence, that efficient schools are better filled, and secure a more regular attendance than inefficient schools; and this of itself proves considerable judgment on the part of the parents. There are no doubt exceptions to this rule, for there are cases, in which parents

¹Fraser's *American Report*, p. 95.

persist in sending their children to an inferior school, although a superior school may be close at hand. But this generally occurs where the inferior master has met with some misfortune, and when the school-fees are his only means of support, or from some local cause. But, before asserting that parents will neglect to take advantage of schools, if they are provided in larger numbers, it is essential to show that they have failed to take advantage of the *efficient* schools already existing. It is vain to insist that there is a certain space in buildings, called schools, which is still unoccupied. If these buildings are really to be occupied, they must, in some sort, realize the idea which they are intended to represent. It has been well said by Mr. Mitchell, one of H. M. Inspectors, in an essay which he read before the Educational Conference, 1857, with reference to the complaint that parents are indifferent to the education of their children:—‘When I look at the actual instruction too frequently offered in the schools for the working classes, I can only rejoice that parents are so sensible, for more complete waste of time than one too frequently grieves over in these schools it is hardly possible to imagine.’ In short, it is mere injustice to accuse parents of indifference to the education of their children, because they neglect to send them to a school, in which a child, besides costing his parent a considerable proportion of his hard-earned wages, derives neither instruction nor improvement. Before taxing parents with selfishness or ignorance, because they neglect the education of their children, it is the duty of the State, or of those who make the charge, to supply the means of obtaining it. We do not propose to illustrate the feelings of parents with regard to the necessity of educating their children, by extracts from the Reports of the Assistant Commissioners. Such passages, however, abound. But a few remarks will place the subject in the true light.

Probably, the following proposition will command general assent. If it should appear that, throughout Scotland, the children who actually attend school are more in number than can be accommodated in *efficient* schools, the conclusion to be drawn is, not that parents neglect the education of their children, but that they are indisposed to send them to school because there are no efficient schools to receive them. What are the facts? In the 133 parishes examined by Colonel Maxwell and Mr. Sellar there was *efficient* accommodation for somewhat less than 26,694. In the schools of all kinds they found 26,971, in actual attendance at the time of their visit, so that there was a want of accommodation in *efficient* schools for 277 children. In the Hebrides, Mr. Nicolson found 226 schools, but of these, even ‘assuming a very moderate standard of adequacy,’ only 112 are equal to this standard. Deducting, therefore, half the nominal school accommodation as inadequate, it appears, that there is efficient accommodation for no more than 6059 scholars. But the number of children actually in attendance at the time of Mr. Nicolson’s visit was 7173; so that in the Hebrides there was a want of *efficient* accommodation for 1114 children. Lastly, let us take Glasgow. In that city, according to the most moderate estimate, there is accommodation in good schools for 36,794 chil-

There is not sufficient accommodation in *efficient* schools for all the children at school.

dren, and 35,565 are in actual attendance. It does not appear whether the same standard of efficiency was adopted by Messrs. Harvey and Greig, as by the other Assistant Commissioners. The Glasgow standard was confessedly extremely moderate. There are 233 schools in the city, of which only 64 are inspected: out of the 88 private adventure schools more than a third are schools only in name, and the average cost of education in the 25 Mission Schools is under 13s. for each scholar in attendance per annum; nevertheless, Messrs. Harvey and Greig reckon 167 as good schools. Moreover, it is distinctly stated, with respect to the south side of the Clyde, that they feared lest, by applying too strict a standard, a mere 'handful' of schools might be left 'to represent the supply' of what is truly a flourishing and rapidly increasing town.

Peculiarity
of Glasgow.

It must be observed, however, that Glasgow exhibits peculiar features. The city extends over a wide area, and the character of one district differs materially from that of another. Blythswood, Messrs. Harvey and Greig say, is 'the richest and most fashionable quarter;' 'only on the outskirts does it come in contact with comparative poverty.' Every single school there is classed as good; and, particularly, the private adventure schools, numbering 22, present a striking contrast to the same class of schools in the other districts of the city. Now, it appears that in Blythswood there is *efficient* school accommodation for 6243 scholars. This exceeds the total number of children between 3 and 15 in the district; and it is shown that in the same district 1 in 6.6 of the population are on the roll of some school. It follows, of course, that the state of education in this district of the city is perfectly satisfactory, and requires no improvement. But then the population which it contains is only 28,697; while that of other districts amounts to 366,806. Omitting, therefore, the Blythswood district, as possessing peculiar features, what is the state of school accommodation in the other nine districts? The Assistant Commissioners have ascertained that in these districts there is *efficient* school accommodation for 30,551, whereas the actual attendance of scholars amounts to 31,553, so that there is a want of *efficient* accommodation for 1002 scholars.

Conclusion.

From these facts it seems to follow, that the parents of the poorer classes do take advantage of the means of education provided for them at present, and, therefore, there is every reason to suppose, that if these means were multiplied still more extensive use would be made of them. We conclude this part of the subject by a striking illustration furnished to us by the Rev. Dr. Taylor of Glasgow:

'How far do you attribute that destitution to the want of schools, or to the impossibility of getting parents to send their children to schools which do exist?—I think both causes operate, but a fact which came under my own notice may serve to show that it is to the want of right schools that this ignorance is largely to be attributed. In the district of Cowcaddens, where my congregation support a mission station, when we commenced our Sabbath-school teaching there, we found that one-half of the children could not read a word. I got my elders to investigate a small district there, which I could walk round in five minutes, to examine thoroughly into the state of education, and we

found that (in round numbers) there were 800 children within that boundary who should have been under instruction, and of these 500 were at no school. The parents said, "We cannot send them to school, because we have no school within reach cheap enough and good, but if you open such a school we will send them." We opened a school capable of containing 300 children, and put three teachers in it; it filled at a rush; we charge no fee for the poorest; but a penny and a penny-halfpenny a week from the others. That school continues filled to the door to this day; and I know that I could fill another school there to-morrow.

In the face of such evidence, it is surely difficult to maintain, that parents in the lower classes cannot appreciate a good school. Certainly, the contrast between their conduct and that of others in a better rank of life is somewhat striking. Messrs. Harvey and Greig adduce cases, in which charitable persons send children to seek instruction at 'places' which are 'utterly unfit for the purposes of a school';¹ and the Barony Parochial Board send pauper children to private adventure schools, which are the worst class of schools in the city. With reference to this class, the Assistant Commissioners remark, that, for the sake of all concerned, the sooner such schools cease to exist the better. 'In one of them especially,' we find it recorded (p. 26), 'were (pauper) children, when, not a hundred yards off, were two excellent schools, one in the district, and the other across the boundary line, where the fees were not higher.'

No reason to think that parents cannot appreciate a good school.

Some of the witnesses examined by us were in favour of a compulsory system.

Compulsory education. Objections.

Our Assistant Commissioner, Mr. Fraser, made particular inquiries on this subject in the United States, where the compulsory system prevails. 'The law,' says Mr. Fraser (p. 38), 'is emphatic enough.' In some cases the penalty for neglecting to send a child to school is pecuniary; in other cases, it is the removal of the child from the home of its parents. 'But,' he adds, 'I believe that its provisions are nearly, if not quite, inoperative. Public sentiment, so omnipotent in America, is not with it, and it stands, therefore, almost a dead letter upon the statute books.' The question excites the keenest feeling in America, and the subject is discussed in every form by persons interested in the subject.

'I am afraid, however,' says Mr. Fraser, in concluding this part of his Report (p. 42), that there is a great mass of apathy and unconcern, which is neither stirred by this rhetoric, nor ready to listen to these arguments, and, for aught that I can see, as in England, so in America, truancy and absenteeism will continue to be the burden of bitterest lamentation to the philanthropist, and the burden of sorest mischief to the schools.'²

Our Assistant Commissioner, Mr. Sellar, says that 'the great majority of the schoolmasters consider that direct compulsory education is almost a necessity;' and he adds, 'that a good many ministers and some laymen hold the same views.'

By others, however, the difficulties in the way of any general system of compulsion are, according to Mr. Sellar (p. 25), considered insurmountable. They argue thus:—

How could a boy, they would say, 'of nine or ten years of age, unable to

¹ P. 13.

² See also Fraser's Report, App. F. p. 401, note.

'read and write, be prevented from going out in a boat and catching 4s. or 5s. worth of fish, and selling them! How could you prevent a small farmer's boy from earning 10d. or 1s. by keeping crows off a corn-field, or a crofter's son from cutting peats, and earning 1s. for his trouble? Would you make earning money a penal offence, to be punished by imprisonment; and if so, who would be the criminal—the child who earned the money, or the employer who paid him! If such a system were tolerated, how could you provide the machinery to work it! You must have schools within reach of every child in the most remote districts; you must have a staff of educational detectives; and you would incur an amount of unpopularity that would raise a feeling against every educational measure.'

Again, he says (p. 29):—

'The difficulties lie in the public feeling against all restrictive measures, and in the expense and organization necessary to establish the machinery to carry them out. If compulsory education is ultimately to be established, the process must be gradual, and public opinion must be prepared to see the necessity of it. At present the opposition to such a system would be invincible.'

Mr. Nicolson says (p. 99):—

'But speaking of the present district of Scotland exclusively, I have to state that many of the most intelligent and experienced men see no other satisfactory remedy for the present state of things, and are of opinion that such legislative compulsion would not only operate beneficially, but be, when once established, obediently submitted to by the population.'

Conclusion. The effect of this evidence seems to be, that it would be extremely desirable if all parents could be compelled to have all their children educated; and upon this proposition, probably, few will entertain much doubt. But the difficulty is to devise means for carrying this desire into practical effect. In the meantime, we have not thought it necessary to make any general recommendation on this subject. The first object undoubtedly is to provide schools of sufficient number and quality.

Factory and
Print
Works
Acts.

But although any general system of compulsory education should not be adopted, still it is believed by many that some steps may be taken in this direction, by the extended application of the principles embodied in the Factory Acts. The general principle of these Acts has been thus stated:—'In the case of certain manufactures the State has interposed, in the first instance, to prevent the oppressive employment of children before a certain age, and as a collateral object, to secure their education.' These Acts (after defining the terms 'child' as a person under thirteen, and 'young person' as one under sixteen in some cases, and eighteen in others) provide generally that no person under eight years of age shall be employed at all, and that persons between that age and eighteen shall be employed only for a certain time, and under certain restrictions. The provisions with respect to education require more special notice. In the case of Factories and Bleaching works there is no provision requiring the child to be educated before admission. In the case of Print works, there is a provision requiring the child to have been at school for at least thirty days, and not less than 150 hours, before admission. After entering a Factory, every child—that is, every boy or girl under thirteen—must attend school for three hours between eight in the morning and six in the evening of every working day, except Saturday. In winter, however,

there is a slight relaxation. But after entering a Print work, the legal obligation is different. Provision is made that a certificate shall be produced of the child having attended school during at least thirty days, and not less than 150 hours, of each period of six calendar months, so long as its employment continues. Under the Factory Acts, the employer is required to pay for the child's schooling, deducting the expense from its wages; under the Print Works Acts the employer is required to demand a schoolmaster's certificate of the child's attendance. But the only guarantee for the efficiency of the education consists in the power which the inspectors have of annulling the certificates of incompetent schoolmasters.

The object of these Acts is to provide, that in the case of children under thirteen employed in certain manufactories, instruction shall be combined with labour. The child is not to be worked beyond its physical powers; and the portion of its time which is not devoted to labour is to be spent in receiving instruction. There are several ways in which the legislature has attempted to accomplish this object.

(a) There is a half-time system, according to which a child either devotes one day to work and another to school, or the first half of the day to school and the afternoon to work. Messrs. Harvey and Greig say (p. 114):—

‘The most common and the best known arrangement is that—as every child between eight and thirteen years of age must attend school three hours of every day, except Saturday, on which it is employed in a factory—so many of the children shall give attendance at school in the early part of the day, taking the places in the factory in the afternoon of so many more children, who then attend school. The other arrangement is to allow children in factories to attend school on three days of the week, for five hours each day, and to labour the other three days ten hours each day, learning and labouring on alternate days. This last system is almost practically unknown in Glasgow, and probably in Scotland; and those factory owners who have been communicated with on the subject do not consider it of any use, as their works could not be carried on under it.’

‘It is much more surprising,’ continue these gentlemen, ‘that the half-time system proper is almost wholly ignored in Glasgow.’ It appears, that there is only one manufactory in Bridgeton where the system is tried. But the evidence shows that the school to which the children go is quite inefficient. ‘The master, an elderly man, was not trained as a teacher. He betook himself to the work more from necessity than choice, and considers himself sufficiently remunerated with 12s. a week for teaching some sixty factory children.’ Messrs. Harvey and Greig declare, that the mill-owners are opposed to the system as ‘vexatious,’ and would rather employ no children under thirteen than have half-timers. Again, the manufacturers insist, that ‘after they have submitted to the drudgery of its operation, the children leave for other occupations.’ In Glasgow, it seems that there are large works which are not within the Factory Acts, and where children are employed without any restriction as to age, hours of work, or education. The result is, that the children leave the works which are regulated by law, and betake themselves to those which are free from legal restrictions. In some

Objects of the Acts.

Half-time.

No half-timers in Glasgow.

districts of Scotland, and in the central counties of England, there is only one great establishment, or if there are more than one they are all under Parliamentary regulations. In such cases, both the manufacturers and the children are in the same position. They cannot escape from the trammels of the Factory Acts; all parties are reconciled to the half-time system, and it works well.

School certificate.

(b) The other mode in which the legislature has attempted to secure the education of children is, by requiring the owners of certain works to demand a certificate, that the child has attended some school. It appears that the duty of examining these certificates is entrusted to a clerk or subordinate, and that it is not performed in a satisfactory manner. The daring way in which the education clauses in the Print Works Acts are evaded is thus described (p. 122):—

‘In general terms, the law requires every master of a school, which is attended by children employed in a print-work, to keep a register of their names and attendance, and every occupier of a print-work to obtain a certificate from the master of each child’s attendance at school, according to the form annexed to the Act. In the course of our examination of the schools in two of the Glasgow districts, especially—Calton and Bridgeton—we found that these requirements were widely and systematically evaded, and that individuals drove a small trade in issuing false or forged certificates, for which the common charge was sixpence. The methods adopted for evading the Act are various. A master or mistress of an inferior school is tempted to give a certificate, the illegality or immorality of the transaction being forgotten in its frequency, or atoned for in its purpose. One miserable creature, who has kept a school in Glasgow for thirty-seven years, had been a chief offender, until he fell under the ban of Sir John Kincaid in 1858. We feel by no means assured, however, from our own intercourse with the man, that he may not have discovered other means to satisfy the requirements of the Statute. A schoolmistress, of whose practices in the same direction we obtained some hints, took fright and disappeared. While examining a school one day in Bridgeton, the master was sent for by the overseer of an adjoining factory to ascertain if certain certificates of school-attendance, to which his name was appended, were genuine. When he returned, he stated that they were all forgeries. When calling on a highly respectable teacher, he mentioned that, only a day or two before, a decent-looking woman had waited on him with her son, and requested a certificate of his school-attendance, tendering at the same time a fee. She did not appear to think that her request was calculated to excite any surprise, although the boy had never been at the teacher’s school, or, as far as he knew, at any school. Scarce a school in the eastern districts of Glasgow but had its revelations touching the issue of these simulated certificates. But these frauds are not carried out by the connivance of disreputable teachers alone. Lodgers grant certificates, to please their landladies, in favour of the children of the latter; workmen, to get particular children into a work; and even mill-girls, to assist a juvenile of the order. Books containing certificates, with printed instructions for filling them up, are sold by the small book-sellers in the districts; and the matter being the subject of frequent conversation, all the *employés*, however ignorant on other topics, are familiar with the routine to be observed.’

Law defective, for neither school nor master need be efficient.

But these are not the chief defects of the law. The chief defects are, that there is no provision which requires that the school attended by a half-timer shall be efficient, or that the schoolmaster who furnishes the certificate shall be competent. The late Mr. Horner, one of the Factory Inspectors, thus points out the illusory character of the law:—

‘It is very true that a large proportion of the children employed in the factories who obtain certificates of attendance at a school, in fulfilment of the letter of

'the enactments in the Factory Acts on that head, have received no instruction Mr. Horner's evidence.

'But for this the legislature is alone to blame, by having passed a delusive law, which, while it would seem to provide that the children employed in factories shall be educated, contains no enactment by which that professed end can be secured.

'It provides nothing more than that the children shall, on certain days of the week, and for a certain number of hours in each day, be enclosed within the four walls of a place called a school, and that the employer of the child shall receive weekly a certificate to that effect, signed by a person designated by the subscriber as a schoolmaster or schoolmistress. Not a word is said as to what the instruction shall be, and the lowest possible qualifications that could be applied for teaching the rudiments of infantine training are declared to be sufficient for the grantor of the certificate. Power is given to the inspectors to see that the other parts of the Acts are substantially carried into effect, but, as regards this most important part, their right of interference has been strictly limited. They cannot require the removal of the children from a place which they see to be a mere mockery of education, to a good school available on the spot, or within an easy distance. If the children are crammed into a cellar, and it is called a school, they must accept the certificates of the professed teacher therein. When such certificates are valid, it is not to be wondered at if ignorant parents, unable to appreciate the value of education, send their children where they can obtain the legal qualifications for employment at the least expense. Then, as to the employer of the child, in nine cases out of ten he looks no farther than to the possession of the legal certificate, and gives himself no concern about the nature of the education.

Messrs. Harvey and Greig re-echo and confirm these criticisms. Before concluding this part of the subject, it is necessary to refer to the effect of the Mines Inspection Act. When that Act was passed, says Mr. Sellar (p. 27)—

'Providing that children under twelve years of age should produce certificates of school attendance, it created a considerable sensation among the miners. In one coal-mining school the teacher complained that the colliers had been in the habit at first of coming to him, brow-beating him, and threatening to maltreat him, if he ever refused a certificate. Of course a weak-minded schoolmaster would succumb at once, and sacrifice his conscience to his safety. At another school, we were told that just at first certificates were given, "but none had been demanded for a long time." At another, none had been given for fourteen months; and in one pit in Annbank Colliery in Ayrshire, we found that 46 per cent. of the young people employed could neither read nor write; and that 8 per cent. could read a little, but could not write a letter.

'Lamentable accounts were given on all sides of the state of brutish ignorance in which the people connected with this colliery were living. Every one asserted that the children were taken down before the statutory age. "I know they used to be taken down very young," one informant said, a teacher who had once taught a school in the neighbourhood, "because I kept a night school for the mining children, and very young ones, poor, white, stunted things, came to it unable to read a word or write a letter."

Mr. Sellar went down into the pit and investigated matters for himself. He found thirteen boys. 'None of them,' he adds, 'looked much more than twelve or thirteen, and some had been five years in the pit.' The result of the investigation was this:

'Of the thirteen, six could both read and write; one could read a little; and six could neither read nor write. Of the six who could read and write, four were Scotch and two Irish. Of the seven who could not write, five were Scotch and two Irish. Five of these seven children had never been at school at all, and did not know a letter. The other two had been at school, one for four or five years, but they had forgotten all they had ever learned.'

Efficient schools must be erected to which children may have access.

It is evidently an extremely difficult matter to ascertain the precise ages of the children. But, assuming that this difficulty can be surmounted, it is essential that the children who are required to attend school should be required to attend an efficient school, and should have the opportunity of doing so. This implies that authority should be deposited somewhere, by which the inhabitants of a district shall be compelled to build and maintain efficient schools, sufficient in number for the population in the district. Without this, it is simply idle to place children under a legal obligation to attend school. The existence of an adequate supply of efficient schools is a condition precedent to any compulsory system of education, or even to the extension of the Factory Acts. If, however, the proposals which we have made for inaugurating a National system are adopted, this condition will be fulfilled, and the time will have arrived for the extended application of the Factory Acts.

Moral influences in favour of education.

But, whether or not the legal provisions for enforcing education are made more stringent, there are moral influences of the most powerful nature, which may be brought to bear upon those parents who still neglect the education of their children. After all, the real point to be arrived at is, that each parent should co-operate with the philanthropist in sending his child regularly to school. In other words, the ignorant parent, who knows not the value of education, must be instructed; the apathetic parent, who may know his duty in this respect, but neglects to perform it, must be awakened. The only agents who can accomplish this work are the schoolmasters, the clergy, the landlords, and the great employers of labour. Upon this subject the remarks of Mr. Nicolson and Mr. Sellar deserve consideration. Mr. Nicolson says (pp. 101, 102):—

‘Of other means, apart from compulsion, that are practically available for improving the attendance, undoubtedly the most important is the influence of landlords and others having authority over the parents. Much might be done, and in some places is done, by the faithful and constant exercise of such influence. In a great part of the Hebrides, however, and in that respect they are, I suppose, not different from the rest of the world, little is done compared with what might be in this matter. Apart from the fact that many of the proprietors are non-resident, it is comparatively a rare thing to find a deep, practical, and everyday interest taken in the education of the young by those who have most power to promote it. To give money for the building or support of schools, and to feel generally desirous that education should flourish is one thing; to look personally after them, to visit them occasionally, and show parents, teachers, and scholars that they are objects of interest to the owner or occupant of the soil, is another thing. There is a respectable amount of the former kind of interest in education in this district, though the state of some of the school buildings is not creditable. But of the latter there is much less, on the part either of landlords or of the class next to them in importance, the resident gentry. With occasional honourable exceptions, to some of which passing reference has been made in other parts of this Report, it may be said that the clergy are the only class of persons who take a systematic and practical interest in the schools. That it is a duty especially falling on them is true enough. But a visit from any other person, except it may be on the great annual field-day, when the school is examined, is in most districts one of the rarest of phenomena in the experience of schoolmasters. I should be sorry if I were supposed to make this fact a ground of general censure, as evidence of want of concern for the best interests of the people. That would be extravagant and wrong. I know that many excellent people often omit to do what

‘ might benefit others, simply because it has never occurred to them that it is required, or that so much is in their power,—

“ But evil is wrought by want of thought,
As well as want of heart.”

‘ It is unnecessary to point out how beneficial such indications of interest in the school-work might be, especially among a people peculiarly susceptible to the influence of respect for the views of their superiors.’

Mr Sellar says (pp. 35, 36) : —

‘ But the best, the surest, and the most direct agents are the ministers of the parish and the schoolmasters. If the minister be a faithful, conscientious, and active man, going about among his people, using his personal influence, and with an honest liberality impressing on them the necessity—not of sending their children to the congregational school to swell the numbers—but of educating them at the best school within their reach ; then the schools will be well attended, and the children of the parish educated. “ We have to dig into the people,” said one clergyman, “ to get them to send their children to school, although it be actually at their very doors ; but we hope that we “ succeed.” “ In one of my pastoral visits,” said another clergyman, “ I found a girl of twelve years of age who could not read, and had never been at school. Her father was subscribing largely, according to his means, to several of the schemes of the church. I asked him why the girl was not at school. He said he did not think about it. He thought he did his duty when he gave his 3d. or 4d. to the missions. I have to go among them and coax them, and beg them as a favour to send them to school ; but they are very careless, and have to be coaxed. The Irish set the example in the village, and some of the Scotch are not slow to follow it.” Where the minister was active and really interested in his people, the school was, generally speaking, good. Nay, where there were two schools in the same village, of different denominations, and where one minister was active and the other indolent, it generally appeared that the two schools were of the same complexion. The one belonging to the denomination which possessed the active minister was efficient, and the other inefficient.

‘ Though much therefore depends upon the minister, still more depends upon the teacher. If the rule is usual that a good minister has a good school, it is of attendance. We made a point of asking, among the first of our questions in nearly every school visited, whether the teacher had to complain of irregularity, and it turned out to be almost a good teacher. There was hardly a single instance where a really efficient schoolmaster complained of irregularity throughout the whole school. One or two instances there were where the circumstances of the district prevented children from attending in bad weather ; but in these instances the teacher told us that such and such children were not regular, and accounted for this by explaining where they lived, and how they were prevented from attending. And the converse of this proposition is no less true : there was hardly a single instance where an inefficient teacher did not complain of irregularity. Indeed, latterly we came to consider that regularity or the reverse was a kind of test as to the efficiency or inefficiency of the school. If the attendance was pronounced good, the school was good ; if bad, the school was bad.

‘ Independently of his actual qualifications as a teacher, the schoolmaster has a great deal in his power to produce regular attendance. If he is a faithful, hard-working man, who “ brings the children on,” the people get to respect him, and to value his opinion of them and of their children ; and this itself induces them to see that their children attend punctually. If he has a good manner with his pupils, and keeps them brisk and interested in their work, they, except the very idlest of them, get to like school, and prefer being there to playing in the gutters. Among the careless he can do much by going among them in a friendly way, talking to them, and stimulating them to take advantage of the school. He can even take more active measures, and in many instances does do so. He can insist upon the children bringing notes from their parents to

‘explain the reason of their absence, and this in itself has a salutary effect. The less educated among the parishioners—and they are generally the most careless—have great difficulty in writing, and consequently dislike to commit themselves to writing before the schoolmaster. They know, however, that their children will be punished if they keep them at home, and do not give them written excuses, and consequently, to avoid the trouble of writing, they insist upon their children’s attendance.’

‘Wherever the schoolmaster exacted such excuses from the parents, the school was well attended. There often was great difficulty at first, the teachers said, in persuading the parents to give them. It required considerable firmness to carry on the system, but the people got used to it, and gradually came to like it. In the parish of —, a number of notes, extending over a period of some two years, were produced. Most of them were well written and well expressed; a few, chiefly from Irish parents, were singular documents, but they served the purpose. The teacher said that at first the parents obstinately refused to conform to this system. He punished the boys, and they were taken from his school and sent to an adjoining Free Church school. His numbers fell very low, but he persisted in his system, and now, after three years, many of the children had returned, and the day that the school was visited he had ninety children in attendance.’

CHAPTER VI.

SCHOOL BUILDINGS, TEACHING AND TEACHERS.

WE have already alluded to the differences in the condition of the school-buildings in Scotland, and in the quality of the education furnished in the various schools. The information which we have collected on this subject may be thus summarized:—

According to the Report of Messrs. Maxwell and Sellar (p. 174), out of the school-buildings examined 71 per cent. are ‘good’ and ‘fair;’ while 28 per cent. are ‘indifferent’ and ‘bad.’ From the Hebrides, Mr. Nicolson reports (p. 94) that out of 226 buildings, 52 per cent. require to be repaired or to be rebuilt; while only 48 per cent. are in good condition. In Glasgow, out of 233 schools, the accommodation in 72 per cent. is good, while in 28 per cent. it is indifferent and bad (Report, p. 129).

Condition
of school-
buildings.

It is natural to suppose that, as a general rule, good school accom- Teaching.
modation should be combined with good teaching; and such appears to be the fact. Out of the schools examined by Messrs. Sellar and Maxwell, the teaching is said to be ‘very good,’ ‘good,’ and ‘fair,’ in 71·5 per cent.; while it is said to be ‘indifferent’ and ‘bad’ in 28·5 per cent. Mr. Nicolson has not prepared any summary on this subject for the Hebrides, but it appears that the teaching requires to be improved in at least 52 per cent. of the schools in these islands. In Glasgow, out of 233 schools, the teaching is said to be ‘good’ in nearly 72 per cent. of them, and ‘indifferent’ or ‘bad’ in 28 per cent. of them: so that the percentages in this and the last paragraph are almost identical.

We do not propose to reproduce the evidence upon which the Assistant-Commissioners have arrived at these conclusions. The detailed proofs will be found in the separate Reports. But it is obvious that the present state of matters requires considerable improvement; and the first step towards effecting it is to ascertain the causes which give rise to the differences, which certainly exist, in these institutions.

The causes are chiefly two—

1. Some schools are inspected, while others are not inspected.
2. Some schools are taught by masters who hold certificates from the Committee of Council, others hold no such certificates.

Causes of
defects.

It may appear at first sight as if these were identical; but this is not so. On one hand there are some who think, that in order to secure the efficiency of schools, nothing more is required than

efficient inspection, while the managers should be left to select such masters as they please ; on the other hand the majority think that, besides inspection, every master ought to possess a certificate or diploma, and that both requirements are necessary in order to secure thorough efficiency. Mr. Cowie, one of the ablest of the Inspectors, and a man of great experience, thus describes the real importance of a certificate in his Report for 1865-6 :—

Mr. Cowie's opinion as to the importance of a certificate. ' I cannot conceive any person who is unprejudiced maintaining that a skilled teacher is not better than an unskilled, or that a school should be deemed ' worthy of State assistance, because by some means or other a few children have ' learned to read, write, and cipher. A good school is one in which the children ' are under the influence of a good teacher, one who has experience, character, ' and skill. The certificate states all this. Some persons speak of the certifi- ' cate only as the result of an examination. This is a great mistake. It is the ' result of probation, of good character, of diligence, attention to duties, of all the ' qualities that go to make a man a guide and example. Though passed or ' settled by an examination at one particular period of a man's scholastic ' career, it pre-supposes some years' service with credit : and after it is issued, it ' carries upon its face the testimony to each year's exertions ; it tells how a man ' has managed a school or different schools under different circumstances, under ' different managers ; it accumulates the testimony of several independent wit- ' nesses to the teacher's qualifications—of skill in teaching, no doubt, but also of ' discipline, of good order, of diligence, of perseverance, of the estimation in which ' they have been held by those who have examined every part of their work ; ' and therefore, though gained partly by examination, it cannot be gained at all ' without some previous good character of several years, and when gained it ought ' to be of absolutely no value unless it contain the accumulated testimony of ' each successive year to the skill and practical power of the teacher. ' In defence of the certificate, too, let me say that it is seldom sufficiently ' thought of by managers. The mere possession of a parchment has been taken ' as evidence that a man could earn a Government grant, and if the new master ' is not quite satisfactory in his work, in his demeanour, or conduct, the disgust of ' the managers shows itself in abuse of the certificate system. It would be found ' very often that the certificate was never once called for, that no attention was ' paid to the entries upon it.'

Inspected schools superior.

1. The superiority of the inspected schools, and the necessity of extending the present system of Government Inspection, are admitted almost without a dissentient voice.

' The superiority of schools under Government inspection, as a ' class, to those not under inspection,' says Mr. Nicolson, speaking of the Hebrides (p. 106), ' is so generally admitted, and on grounds ' so patent, that the subject needs little illustration.'

And again, a few lines below :—

' The want of superintendence and inspection is in fact the most lamentable, as ' it is the most remediable, defect in the whole educational provision of the ' district. It is apparent in numberless ways. In a great many cases, especially ' in places remote from observation, the schoolmaster is practically independent ' of all supervision, and may, if so disposed, do very much as he likes. To a ' man receiving a very paltry salary, for doing what, if well done, is hard work, ' under uncomfortable physical conditions, the temptations to remissness are ' more than our frail human nature ought to be subjected to. The teacher being ' placed, for the most part, under no conventional obligation to the parents of ' his pupils by the receipt of fees for the instruction he imparts, the natural ' tendency is, that while they on the one hand are less concerned to take advan- ' tage of his services, he on the other feels less bound to take pains that every ' scholar on his roll should receive the full benefit of the provision made for their ' education. Fortunately, most of the teachers are men of some conscience. But

‘those who stand in no need of the stimulus of supervision must always be regarded as the exceptions, not in this branch of public service only, but in every other. Accordingly it will happen sometimes that the schoolmaster who is not subject to such supervision is not scrupulously punctual in regard to the school hours, and may even follow Charles Lamb’s practice, of making up for late beginning by early ending; that he does not trouble himself excessively to inquire why pupils are absent, or to take means for bringing them out better; and that he may not think it any great harm to shut up the school for a day or days, at seasons when the attendance is very small, and “private affairs” in some other quarter invite or demand his presence. Such things do happen in this district, and are not widely alien to its traditions.’

Speaking of Government Inspection, Mr. Sellar says (p. 125), ‘There can be but one opinion held upon this subject by any one who has had any experience of inspection.’ He makes some remarks, however (p. 126), upon this subject, which are curious and instructive:—

‘Except in some parts of Dumfriesshire and the north of Kirkcudbright, the Some opinions expressed in favour of Government inspection were unanimous, and Clergy of more than this, several efficient teachers, who were not under Government the Church inspection, regretted it in the strongest terms. They wanted, they said, the of Scotland stimulus of a strange or non-local inspector’s visit, and the children wanted it opposed to also. This was more particularly urged in the district of Deeside in Aberdeen- Inspection. shire. From Aboyne to Braemar, in the parishes of Glenmuick and Crathie, in which there are seventeen schools, there is no Government inspection, though two of the teachers in the Queen’s schools, and one in a proprietary school, hold certificates. Several of these teachers mentioned that some inspection, not strictly local, was wanted in the district, and our experience coincided with their opinion. These schools, though far from bad, could one and all be improved by the regular annual visit of the inspector. Why inspection was dis- countenanced in these parishes we could not easily discover. But in Dumfries- shire, and in the north of Kirkcudbright, the want of inspection appears to be due to the unfavourable opinion held of it by some of the clergy of the Estab- lished Church. They acknowledged that inspected schools were best, but guarded their acknowledgment by the opinion that “this was not necessarily because of the inspection.”’

He then proceeds to illustrate the accuracy of his opinion by contrasting the counties of Ayr and Berwick, where inspection is popular, with Dumfries and Kirkcudbright, where it is unpopular—at least with the clergy. He continues thus:—

‘The consequence is that while 20 per cent. of the Ayrshire parish schools are Effects of “very good,” and 50 per cent. are “good;” none of the Dumfriesshire schools want of are “very good,” and only 28 per cent. are “good.” So while in Berwick all Inspection. the parish schools visited are either “good” or “fair;” 28 per cent. in Kirk- cudbright are indifferent, and 7 per cent. “bad.”’

The evidence of Messrs. Harvey and Greig, which we shall quote at length presently, is to the same effect.

It must be carefully observed that the inspection of which we have spoken, is the inspection conducted by H. M. Inspectors, Other kinds of Inspection. acting under the Committee of Council. There are, moreover; various bodies of Trustees, such as those of the Milne and Dick Bequests, and the Society for Propagating Christian Knowledge, who employ their own inspectors, to report on the schools with which they are severally connected. There are, however, comparatively few schools subject to such superintendence. The only system of inspection which prevails throughout Scotland is that exercised by

Inspection
by Presby-
tery.

the clergy of the various denominations, and particularly by the Presbyteries of the Established and Free Churches. It has been said that the examinations by the Presbyteries are extremely valuable, and especially in securing due attention to the religious instruction. But upon this point there seems to be some difference of opinion. Mr. Laurie, 'the Secretary of the General Assembly's Education Scheme,'¹ thinks these examinations of 'great value.' But, in answer to a question put by Sir James Fergusson, he said (p. 35) that it is very rare indeed that 'there is any expression of censure as to the 'condition of the school.' And again, in answer to a question put by the Duke of Argyll, Mr. Laurie said—'I should not say that it 'is an efficient examination, but that it is a salutary examination.'

With respect to these 'Presbyterial examinations' Dr. Guthrie,² after stating that he would have a Government examination by the inspector, said—'I never attached any importance to the Presbyterial examination. I remember it was a very pleasant meeting with the brethren, but that was about the amount of it.'

The evidence of our Assistant-Commissioners was to the same effect. As to the Hebrides, Mr. Nicolson says (pp. 82, 107):—

'There is, of course, besides the superintendence of the parish minister, the 'annual presbyterial examination, which comes in early spring, with the March 'winds, but usually less severe, a most excellent and 'time-honoured practice, full 'of interest and temporary stimulus to the school, but more useful often as an 'occasion for showing what the scholars know than for testing how far they are 'ignorant. It is generally preceded by a period of brisk attendance and prepara- 'tion, followed often by a prolonged torpor, or suspended animation. To abolish 'it would be a great pity: even as a spectacle there is nothing in its way more 'interesting than such an examination. But, looking at the matter practically, 'some more certain and rigorous method of testing the everyday working and re- 'sults of the school-teaching is greatly required, to bring it more nearly up to the 'standard which those who truly value our parish school system would desire to 'see attained.'

Again he says:—

'Even under a system which should abolish all denominational distinctions 'and place every school under Government inspection, these annual examinations 'by the clergy might be continued with advantage. In such a happy contingency, 'one of the benefits that might be expected to result would be the combination 'of the representatives of different churches in the same work. But the effect 'of these examinations is generally transient, nor can they be regarded as ade- 'quately taking the place of the searching inspection performed by specially- 'trained officials, on the only thorough system, that of individual examination 'of scholars in every branch. The reports of Presbyteries, Established and Free, 'alike show this. Very rarely is there any expression of dissatisfaction, and 'then usually in the gentlest terms consistent with veracity. Of minor incidents 'to which these examinations are liable, one is the practice, fortunately not now 'general, but by no means obsolete, of supplementing a meagre display of the 'school's proper force by a muster for the occasion of veteran or disbanded 'scholars, aided perhaps by a few auxiliaries sent from a friendly school.'

We have already said that Colonel Maxwell and Mr. Sellar consider the examination by the Presbytery a pleasing and useful practice. It may be well to supplement the extracts already made with the following (p. 48):—

¹ 1st Report, p. 31.

² *Ibid*, p. 250.

‘When the teacher has no examination to dread but that of the Presbytery, he is very apt to let his school fall into a condition of languid inactivity for nine months in the year. The school meets at ten o’clock and breaks up at four, and the work is carried on after a fashion, but there is no briskness or freshness, and no desire to do more for the children than what, if it were not done, will not pass unnoticed by the parents. The month before the Presbytery examination the teacher rouses himself and attempts to make up for lost time by systematically cramming the children for the examination. He does not cram them upon general subjects, or even on certain books, but on single lessons, and a set number of sums in arithmetic, and a set number of general heads in Bible history, and a set number of showy questions on geography. Authentic cases were mentioned, where the same lessons and questions and answers were gone over and over again and again every day for two or three weeks, until the children got their work for the examination well arranged in their minds, so that at the Presbytery visit, when the teacher asked the prepared questions, they could not fail to bring out the answers, and make a great display.’

These extracts corroborate the general opinion expressed in the Report of Colonel Maxwell and Mr. Sellar, ‘that the annual complimentary visit of the Presbytery is of little practical value,’ and that the system of Government inspection ‘should be extended to every school that has any claim to a public existence in Scotland.’

Visit of Presbytery not of much practical value.

2. The next question refers to the merits of teachers holding certificates, as compared with those who do not hold certificates. There are four classes of certificated teachers:—

Certificated and uncertificated Teachers.

(1.) There are those, who have attended one of the Universities, and have besides been students at some of the Normal schools.

(2.) There are those who have been trained in Normal schools without attending any University.

(3.) There are those who have attended the University, but who have not been trained in Normal schools.

(4.) There are those who have attended neither the Normal School nor the University.

— We propose to discuss presently the comparative merits of these various classes of certificated teachers; but in the meantime, we observe that there is no doubt as to the superiority of the teachers belonging to any one of the first three classes over those who belong to the fourth class. This is apparent from the Report of Colonel Maxwell and Mr. Sellar,¹ to which allusion has already been made. Mr. Nicolson says (p. 109): ‘The possession of either (University or Normal school training) alone is infinitely preferable to the want of both, the result of which, except in the case of men gifted with some natural genius for teaching, or animated by an earnest spirit, is usually mere slovenliness and mechanical routine.’ And the same opinion is maintained by every witness who gave evidence upon this subject. By a few, however, it is alleged that there is no necessity for Normal schools, and that in former times the parochial schoolmaster who had no special training as a teacher, but went through the University course, was as efficient as the schoolmaster who in these days has the advantage of Normal-school training. Upon this subject the opinion of our Assistant-Commissioner Mr. Harvey is very distinct, and from his practical experience in the art of teaching particularly valuable. Speaking of Normal schools he says (p. 77):—

Importance of Normal-school training.

¹ Pp. 127-8.

Mr. Harvey's opinion.

'Those only can appreciate them fully who have seen and suffered much in visiting schools taught by untrained masters. Without such experience, it is impossible to imagine how great a contrast two schools may and do present—and that, even where the advantages, apart from the Normal-school training, are pretty equal in the education and natural ability of the masters. There is, generally speaking, a precision and definiteness about a teacher trained in a Normal school. He knows what he wants to teach, and does not waste his efforts in desultory and unmeaning work. He economizes time and room and strength. His arrangements are so made that, even with the whole burden of a common school on his shoulders, he so directs the complicated movements of a hundred children of both sexes, of all ages and stages of advancement, that all shall be busy, and that no one either is or seems at any moment idle. Some, indeed, of the very best teachers have never been at Normal schools; but after all they only, by a natural gift and aptitude, devise for themselves the system which is daily presented to the Normal school student in his two years' course of training. Others, by much experience, and through many troubles, acquire an equal perfection in the art; but the advantages and necessity of a professional training (provided only it be not too exclusively professional from beginning to end) are as great for teachers as for the members of any other profession. The Normal school students are taught daily by the most skilful and experienced masters and lecturers. They see in them the best models for imitation. Their home preparation of lessons; the judicious amount of effort required of them without aid; the rules laid down and illustrated; the methodic distribution of time; and lastly, the opportunities they have of teaching—all these fit and prepare them for their future work in elementary schools for the poor, and for that there are no teachers to be compared with those who have been at Normal schools.'

It is not unnatural that the Rectors of the Normal schools should insist upon the importance of training teachers to teach; at the same time the authorities quoted by Mr. Maurice Paterson, Rector of the Free Church of Scotland Normal School in Edinburgh, appear to be tolerably conclusive.¹ But Mr. Laurie, the Milne and Dick Bequest Inspector, gave similar evidence when examined on the subject of Normal schools. He thinks that 'a professional method of instruction' is essential. Although in the Dick Bequest schools there is 'the highest class of teachers, they are all graduates of a University, and a large proportion of them are licentiates of the Church;' but, he adds, 'notwithstanding these qualifications, the masters much require a special training for their work. It is only a few among them who ultimately reach that facility in the small but not unimportant technicalities of teaching which the Normal school student leaves the training-college with.'

Training of School-mistresses.

The importance of training in the case of school-mistresses is even more conspicuous than in that of masters. Mr. Sellar says (p. 147)—

'If it is true that Normal school training is essential to male teachers, it is at least equally true with regard to female teachers. The good effects of such training upon them cannot be overstated. The routine of the Normal schools, perhaps, is more conspicuous in their method than it is in the case of male teachers. But the want of system and organization of any kind in those female schools where the teachers had no previous training, was so flagrant and so melancholy to see, that it was quite a pleasure to turn from an uncertificated to a certificated female school, even where the defects of the system were the most remarkable thing about the school.'

Again, Mr. Nicolson says (p. 109)—

'So far as my experience goes, the proportion of "Heritors' Girls' Schools" that are unsatisfactorily conducted is much smaller than that of schools taught by men—the most of the teachers being of Normal school training.'

¹ Paper on Normal Schools, p. 129; App. to 1st Report.

The opinion of Mr. Currie, the Rector of the Church of Scotland Training-College in Edinburgh, is to the same effect. 'If female teachers,' he says, 'are to be competent, they must be trained.'

But if University apart from Normal-school training for masters is imperfect, Normal school-training apart from University training appears to be imperfect also. The evidence which we have collected upon this point establishes the conclusion, that the most efficient teacher is he who combines both. Mr. Sellar says:—'When there is only a short University attendance to show and no Normal-school training, or where there is neither University nor Normal-school training, the teaching is only fair or worse. The best education for a teacher even in elementary schools is a combination of the two systems—the one to make the man, the other to make the teacher. And if they could be combined under any new system; or if in all schools of any size and importance in a district, it was understood that one of the teachers at least should have attended the Latin, English literature, Logic, and Mathematical classes in one of the Universities, and should hold a certificate, it would be of the utmost advantage to the country.' Mr. Harvey, who examined the Normal schools at Glasgow, considers the education in such schools too professional. He says (p. 17):—

Normal-school training should be combined with University training.

'From the day when a boy becomes a pupil-teacher, at the age of thirteen, he is set apart for his especial work. From this time forth till he emerges from the Normal school, his training is entirely among those who are intended for the same profession as himself, and, of necessity, a most narrow and unnatural tone is created and fostered. The remedy is to be found, to some extent, in a university education. All our Normal schools are in university towns. It might be made imperative on our future teachers to attend at least two sessions at College. This could be done before, or after, or during their attendance at the Normal school. Or, again, it might be made optional on the part of some of the successful candidates to attend either the Normal school or the University. This would have the advantage of modifying the purely professional character of their training. And unless we wish education in Scotland reduced to the same dead-level in point of quality, and our parish school system assimilated in all respects to the lower ideal of education existing in England, the teachers sent forth by the Normal schools will fall below our former traditions and requirements.'

Mr. Nicolson says (p. 109):—

'The general testimony of clergymen and other experienced persons is in favour of a combination of University and Normal school training, the one to educate the teacher himself, giving him a somewhat higher standing and a wider horizon, the other to initiate him into the most approved methods of educating and disciplining his scholars.'

Throughout the Scottish Reports published by the Committee of Council such views are constantly expressed. The latest instance may be found in Mr. Kerr's Report for 1865. He says,—

'The leading difference between the parish teachers of the old school and teachers trained at Normal schools is this: the former knew much more and had more general culture, but could not teach so well, having paid little or no attention to the art of teaching; the latter know much less, but can teach better what they do know. The few instances we have of the combination of University with Normal school training, that is, of general culture and training to teach, furnish a strong argument in favour of the combination being made as general as possible.'

And so strongly impressed is Mr. Kerr with the necessity of im-

proving the professional education of schoolmasters, that he explains in detail a plan, the object of which is to combine the training at Normal schools with that at the University. Other plans of a similar kind have been submitted to us ; particularly by Mr. Laurie, and by the two Rectors of the Normal schools in Edinburgh, Mr. Currie and Mr. Paterson. It is unnecessary, however, to draw out any detailed scheme for this purpose. It is true, that the defects, which such schemes are intended to remedy, have been observed in England as well as in Scotland, but the peculiar character of the Scottish Universities furnishes the means of remedying these defects, which do not exist elsewhere ; and one of the misfortunes which has befallen this country is that no distinction has been made by the Committee of Council in dealing with the schools of England and Scotland. It is not, of course, proposed that every teacher should attend the University, or obtain a degree ; but for the parochial schools in the country, and for the larger and more important schools in towns, it is very desirable to provide superior teachers, and the only way of doing this is to enable some of those who are destined to fill these offices to attend the University.

Plan
sketched.

Probably one of the simplest plans is, that the future school-master should attend only one class in the University each session, and that the rest of his time should be employed in doing the duty of an assistant in a day or an evening inspected school. Three sessions would enable him to acquire a considerable amount of general education : while the requirement, that, before attending the University, he should have acted, for at least three years, as pupil-teacher in an inspected school, and that during his attendance at the University he should act as assistant in a school of the same class, would tend to keep up the supply of teachers. The eager ambition among the youth of Scotland for an University Education would induce multitudes to endure great sacrifices in order to gratify it. And if some moderate grant were made to the student, under the form of a bursary, by the Committee of Council, he might, with the assistance derived from his salary as assistant, contrive to support himself until his professional education was completed.

Cost of
Education
diminished
by the em-
ployment
of school-
mistresses.

It is, however, an important question whether the cost of education might not be diminished by the more frequent employment of schoolmistresses. With respect to uninspected schools in the rural districts, Colonel Maxwell calculates that the average salary of masters is £51, 15s. 6d., the highest being £76, 16s. ; of mistresses, £16, 8s. 8d., the highest being £30. According to Mr. Nicolson (p. 109),—

Salaries.

‘ The average income of the 275 teachers of both sexes (in the Hebrides) is £26, 17s. 11d. ; but, as has been already noticed in different parts of the Report, many of the masters are restricted to incomes varying from £12 to £20 per annum. There is, of course, a free house in addition, and generally a bit of land ; but even with these additions, the position of such schoolmasters is little above that of the crofters around them, and is inferior to that of men who keep several cows and sheep.’

According to the tables published by the Committee of Council, the average salary of uncertificated masters in the Church of Scotland schools is £76, 2s. 4d., and of mistresses, £54, 10s. 11d. In inspected

schools the scale is higher. According to Colonel Maxwell the average salary of masters in parochial schools, including the Parliamentary grant, is £142, 4s. 3d.; in Free Church schools, £102, 12s. 3d.; the lowest is £69, 9s. 7d., in proprietary schools. The average salary of mistresses in infant schools is £83, 5s., including the Parliamentary grant. The general average of the masters of inspected schools of all kinds, from which Colonel Maxwell obtained returns, is £112, 5s. 11d., and of mistresses, £68, 5s. 10d. But it should be observed that the whole number of masters included in this calculation was only 131, and of mistresses 31, and that the parts of the rural districts visited by Colonel Maxwell were certainly not the most destitute. According to a return of the Committee of Council the following is the result:—

SCHOOLS.	MASTERS.			MISTRESSES.		
	CERTIFICATED.			CERTIFICATED.		
	Average pecuniary Emoluments (including Government Grants, and all professional sources of Income).	Number on which Average is taken.	Number provided with House, or Rent free.	Average pecuniary Emoluments (including Government Grants, and all professional sources of Income).	Number on which Average is taken.	Number provided with House, or Rent free.
Connected with the Church of Scotland, . .	£100 11 1	698	515	£55 9 7	233	150
Free Church, ...	. 90 9 11	373	208	54 10 11	78	44
Episcopal, ...	84 12 6	42	23	57 10 7	38	22
Roman Catholic, . . .	79 5 5	18	9	60 5 9	33	10

These facts show conclusively that the employment of mistresses in place of masters would greatly diminish the cost of education. And the question remains whether this can be done without injury to the children who attend to receive instruction. In the opinion of the Committee of Council, an increase in the number of school-mistresses is desirable, and will probably take place. ‘Considering the early age at which the greater part of the children leave school, and the difficulty of raising funds in those parts of the country which admit only of small schools, the employment of female teachers in schools for boys and girls together cannot fail to be extensively adopted.’ It is remarkable, however, that this view is much more generally acted upon in England than it is in Scotland. In England, out of the whole number of certificated teachers, 46 per cent. are mistresses, while in Scotland they are only 30 per cent. In the town schools there is not so much economy in employing women as there is in the rural schools. In the mixed town schools of Scotland, the only case in which women are essential is in that of infant schools, which, however, are by no means numerous. But in the more remote rural districts, and the Highlands and

School-mistresses ought to be multiplied.

School-
mistresses
better than
itinerant
teachers
for remote
parts.

Islands, the only means of establishing an efficient school seems to be by employing a schoolmistress. The salary is lower, but the work is such that it can be perfectly well performed by a well-trained female. Mr. Nicolson (pp. 109, 110) dwells at considerable length upon this point, and his opinion is very decided :—

‘A more useful and perhaps more economical method of supplementing the labours of the teachers would be the institution of a much larger number than now exist of schools taught by women. The total number of female teachers in the district at present is seventy-three, but of these, fifty-two teach only sewing and other industrial work. There are only twenty schools exclusively presided over by female teachers; and none of them belong to the class of “Heritors’ Girls’ Schools.” So far as my experience goes, the proportion of them that are unsatisfactorily conducted is much smaller than of schools taught by men, the most of the teachers being of Normal school training. This fact alone would be an argument for increasing their number. But there are other considerations equally powerful, and special to the circumstances of the district, pointing in the same direction. The number of localities of small population, too far removed from other districts to avail themselves of the means of education supplied there, is in this district unusually large. For such localities, female teachers would be peculiarly suitable. If qualified by preliminary Normal-school training, without which they may generally be considered more helpless than men to conduct a school, properly so-called, they would be perfectly adequate to take charge of the education of boys as well as girls, while they would impart special instruction to pupils of their own sex in sewing and other female work. That competent schoolmistresses are able to manage even big boys as well as girls, I have seen more than one example of in the district. This may not be the case everywhere, but Highland boys are usually not disposed to rudeness or insubordination.

‘There are again remote localities where the smallness of the population and the possibility of its entire removal some day put it out of the question that a permanent school establishment should be set up. Such localities, where supplied at all, have been usually provided with a teacher temporarily engaged by the inhabitants,—usually an untrained youth.’ For such remote localities the services of female teachers would be more valuable, as well as more suitable. They could, in such peculiar circumstances, accommodate themselves to the position, and exemplify as well as teach useful lessons in domestic economy, in ways that men cannot do.

‘But it is not in such peculiarly situated localities alone that the services of schoolmistresses would be valuable. In many places, where there are at present two schools at no great distance from each other, but both necessary for the requirements of the district, or one large school, it would be of great advantage that there should be a female teacher, as sole teacher in the one case, or assistant in the other, for the special purpose of instructing the younger children and the girls. The returns given of the ages of the scholars in attendance show that, of 7173 of both sexes, 4055, or 56·5 per cent., were under ten years of age. Only 646, or 9 per cent., were above fourteen; while 863, or 12 per cent., were between three and six years of age. While, therefore, there are only two schools in all the district expressly designed for infants, and so-called, it appears that the teachers of the other 224 schools are to a large extent occupied in the teaching of infants.

‘So far as I have been able to ascertain, there would be no difficulty in procuring a supply of female teachers in the district, if some special means were taken, in addition to those now existing, for encouraging clever girls to devote themselves to this work. There is no lack of such girls; I have scarcely seen any good school in which there was not more than one of them. Any others but persons acquainted with the Gaelic language would in most parts of the district be entirely out of place in the position of teachers.’

Mr. Sellar (p. 150) expresses a similar opinion. He points out the advantages of resident schoolmistresses over itinerant masters, and probably the more common employment of female teachers is

the best solution of the difficulty which stands in the way of erecting schools in remote and sparsely peopled districts:—

‘ It has been suggested that in many of those outlying districts with a small population, schoolmistresses should be appointed to the schools, at a moderate salary. The suggestion met with strong approval in the Highlands. We only met with one case where it was in operation, and there it was eminently successful. The school was built for the outlying parts of three parishes, and was supported by private benevolence and by fees. The total income amounted to about £28 per annum, and a house. There was a winter roll of about 35, and a summer roll of about 30 ; and in winter, lads of fourteen and fifteen years of age attended the school with regularity. The education was confined to reading, writing, and arithmetic, with sewing for the girls, all which seemed to be satisfactorily taught by the mistress. In this district, and farther north, we made inquiries as to itinerant teachers, but except one case, to which allusion has been made, we could not hear of such a system being in operation. This case was hardly that of an itinerant school, as the school was always held in the same shepherd’s house, but the teacher lived for so many weeks with one shepherd, and so many with another, in proportion to the number of children of each family who received instruction from him. We were informed that this system was not uncommon, and though a great expense upon the shepherds, was the only means by which their children could receive any education. Several ministers and others conversant with education in the North, gave a very decided opinion as to the utility of such teaching, though none spoke from experience, and one and all considered a system of itinerant teaching as of very little good. The children, they said, could not fail to forget in the interval what they had learned for the month or three weeks that the teacher was with them. In a matter of choice between such a system, and that of female teachers at low salaries, they expressed unanimous preference for the latter system.’

Whatever difficulty there may be, in some parts of the country, in the way of obtaining male pupil-teachers or masters, no difficulty need be anticipated in the way of obtaining school-mistresses. The passage already quoted from Mr. Nicolson proves that such is the fact in the Highlands. Messrs. Harvey and Greig say that in Glasgow ‘ the supply of school-mistresses is beyond the demand.’ And Mr. Gordon, H. M. Inspector, in his report on the Glasgow Normal School for 1866 states, that while all the masters who left with a certificate in 1864 were in charge of schools, *seven of the females* remained without appointments. Indeed, so numerous is the class of females who aspire to the office of teacher, that Mr. Gordon suggests the question whether the system of female-students, paying for their education at Normal schools, might not be revived, and we understand that this suggestion is being practically carried into effect.

No difficulty in obtaining a supply of School-mistresses.

Besides the head-teacher in a school of tolerable size there is generally an Assistant or a Pupil-teacher, which is another name for an apprentice.

Assistant and Pupil-teachers.

We have already explained the origin and object of the pupil-teacher system.¹ It is to be observed, however, that the system was originally adapted to England, and was only applied to Scotland when the Committee of Council extended their operations to this country. In England, when the Committee was established, not only was the number of public schools utterly inadequate, but there was no professional class in existence capable of fulfilling the duties of teaching. It became, therefore, necessary to educate a race of schoolmasters

Assistants preferred.

¹ P. lxxxviii, *ante*.

as well as a race of scholars; the Minutes of 1846, which inaugurated the pupil-teacher system, were admirably fitted for the purpose, and have proved eminently successful. But in Scotland the case was different. The schoolmaster had for centuries held a recognised and honourable public position; the great mass of the people regarded the education of their children as absolutely essential to their success in life; and, if reasonable emoluments had been attached to the office, no difficulty ought to have been found in supplying whatever number of teachers might have been required. This, no doubt, is one reason why the pupil-teacher system is less popular in Scotland than it is in England, and why assistants are preferred. At the same time this peculiarity in the Scottish system affords ground for believing that if teachers are properly remunerated, and if facilities are offered for attending the classes at the Universities, a due supply of them will not be wanting. There is, however, another reason why assistants are preferred to pupil-teachers; and that is because the engagement of the latter extends over several years, while the engagement of the assistant, like that of the head-teacher, is terminable by a simple notice.

The Reports of our Assistant-Commissioners, so far as they touch upon this subject, corroborate the accuracy of these remarks. Mr. Nicolson says that in the schools which he saw, more than one teacher is rarely required, and that, therefore, the want of pupil-teachers or of assistants is not so much felt. Mr. Sellar says (p. 151) that, with only two exceptions, which, however, were very important, ‘Every teacher to whom we put the question answered without hesitation that he would sooner have one qualified assistant than two, or even three, pupil-teachers.’ It is by no means improbable that the boys and girls between thirteen and eighteen should be inferior to those of greater age and experience. And there is no doubt that any teacher or parent ought to prefer an assistant to a pupil-teacher. But the expense of a superior staff is a matter for serious consideration. It is simply impossible for any individual to conduct a class of seventy or eighty children without assistance, and if it should come to be a question between pupil-teachers and monitors, there can no doubt which is to be preferred. Mr. Sellar says (p. 152), ‘They (pupil-teachers) are of much more use than monitors, who, so far as we could judge, almost invariably do more harm than good.’ His general conclusion is thus stated (p. 152):—

‘On the whole, our experience on the question amounts to this, that pupil-teachers are of considerable use in large schools where the master has taken trouble to train the lads carefully in his own system, and in such schools they may conduce much to efficiency, but in small schools they are simply a waste of money. In this view, Mr. Black, H.M. Inspector of Schools, concurs with us, and another of H.M. Inspectors writes:—“I approve of pupil-teachers in schools of upwards of seventy or eighty, if they are actually taught to teach, which they often are not. In smaller schools they are unnecessary or worse. A lifeless or badly-trained pupil-teacher does positive harm to a school.”’

According to Messrs. Harvey and Greig (p. 140):—

‘Pupil-teachers are very useful in the last years of their apprenticeship, when they approach the excellence of assistants. The very young pupil-teachers in

'the first and second years of their course are often pert and forward, and seem rather to play at teaching than to teach. There are many exceptions, and especially among the female pupil-teachers, who are very earnest in their calling. All of them are marked too much by a professional bearing.'

The opinion of the Assistant-Commissioners substantially coincides with that of the Committee of Council. In the Report for 1864-5 they say:—

'A pupil-teacher is a boy or girl generally between thirteen and eighteen years of age, and is not likely to be as competent, especially for the first two years of service, as a certificated teacher. If teachers of the latter kind could be multiplied in such numbers as to be the only teachers, the advantage to the children under instruction would be palpable. But this is impossible on account of cost, and so (inasmuch as one head-teacher alone can no more conduct a large school than a colonel alone can command a regiment), pupil-teachers were introduced as the best kind of under-teachers that could be afforded.'

According to the true theory, 'pupil-teachers should not be multiplied in elementary schools beyond the point at which the head-teacher ceases to be able to multiply his own presence by good organization.' But, according to Mr. Lingen, the regulations of the Old Code were such that a premium was held out by Government to employ more pupil-teachers than were necessary. According to the Old Code two pupil-teachers were often employed when the number of scholars only just exceeded 40. The Revised Code reduced this number so that one pupil-teacher was required for every 40, or one certificated or assistant-teacher for every 80 children. It is doubtful, however, whether this reduction has not been carried too far. Ever since the introduction of the Revised Code, the number of pupil-teachers has diminished. Between 1862 and 1865 the decrease was 28·7 per cent., which was certainly greater than desirable. In Scotland it is generally admitted that the number was too large, and therefore the rapid decrease has not directly led to serious consequences. But since the establishment of the Committee of Council, the supply of schoolmasters and schoolmistresses has come to depend upon the supply of pupil-teachers; and the Normal schools, it should be added, depend much upon the same source for candidates. No economy could be more mistaken, nor could anything be more fatal to the progress of education than to withdraw all the motives which have hitherto had the effect of fitting the more intelligent boys and girls for the duties of a teacher. And therefore in applying the Revised Code to Scotland, it will be the duty of the Committee of Council so to modify its provisions that such evil effects may be avoided. Boys and girls need not be bribed to become teachers, but the emoluments or other advantages of the teaching profession ought to be upon a scale to attract persons of fair ability.

Number of Pupil-teachers should not be too much reduced.

As to the teachers in private adventure schools, it appears that, according to Mr. Nicolson, there are practically none in the Hebrides, and according to the Reports of the other Assistant-Commissioners, the majority of those schools which supply elementary education to the people are in a most wretched condition, as regards both buildings and teaching. The supply of schools cannot

Private Adventure Schools for the poor.

be satisfactory until the private adventure ones are replaced by others.

Certificates
of Competency.

Whatever changes may be made in the school system of Scotland, it will in any case be necessary that every teacher in a public school, supported by local or national taxes, should possess a certificate of competency. According to the system which we have proposed, the teachers, male and female, will number, at least, 6000; and the important question remains by what means they are to be obtained.

Mode of
obtaining
such Cer-
tificates.

At present the parochial teachers are examined by the University examiners; and the masters in inspected schools have certificates granted by the Committee of Council.

Any person is entitled to become a candidate for the mastership of a parochial school. After being elected by the heritors and minister, he must pass the University examiners, and is then installed for life. But before a person can become a candidate for a certificate of competency from the Committee of Council he must possess various qualifications.

First, There are those who have resided at least one year in an inspected Normal school.

Secondly, There are persons of twenty-two years of age, who have either completed their five years' engagement as pupil-teachers satisfactorily, or who have obtained two favourable reports, with one year's interval between them, upon the school in which they are still employed.

Objection
to restric-
tions.

No reasonable objection can be made to the first class of persons who may become candidates. But it is difficult to see upon what ground candidates who have not been pupil-teachers, or who have left before completing their five years, should be required to be twenty-two years of age. No doubt this restriction must operate as a protection to the Normal schools; but it does not seem to be a legitimate object to favour such schools at the expense of the community. The Normal schools should maintain their position by sending out teachers superior to those educated under other conditions.

In considering this question, however, it must not be forgotten that pupil-teachers who have successfully completed their apprenticeship, and have been specially recommended by an inspector, may, under the Revised Code, be provisionally certificated for immediate service in charge of small rural schools. This certainly affords considerable facilities to those who found difficulties under the old system in the way of procuring teachers.

Number of
certificated
teachers
required.

The total number of parochial and certificated teachers at present scarcely exceeds 3000; so that an additional supply of at least 3000 will be required for the country. Large as this number is, we have no reason for supposing that there will be any insuperable difficulty in obtaining it. There might be some slight difficulty, perhaps at first, in at once doubling the number of certificated masters, but as soon as the number is completed there would be no difficulty in keeping it up. It is calculated that the waste varies from 4 to 7 per cent., so that to keep up a staff of 6000

teachers, 300 new teachers would be required every year, and these could easily be supplied. Even if every teacher were required to pass through the Normal school, the accommodation at present provided would probably be sufficient. In 1863 the Established Church and the Free Church alone proposed to train 704 teachers; and in March 1866 the number of students in the Scottish Normal schools was 444. It is true that the payments made by Government to the Normal schools have been considerably diminished. At present not more than 75 per cent. of the expense incurred by these institutions is now paid out of the Parliamentary grant; whereas, in former times, the Exchequer not only defrayed all the expenses, but enabled the managers to claim a surplus. As we have said, there would seem to be no difficulty in furnishing accommodation for the number of students required to supply the probable vacancies in a body of 6000. But further, it appears from the tables, with respect to Normal schools, that in the year ending 31st December 1865 the managers of the Free Church Normal school of Edinburgh contrived to educate 118 students by means of the Government grant and the contributions of the students alone, without any subscriptions or other aid, except a bursary of £100.

It is said, indeed, by Mr. Paterson, the Rector of the Free Church Normal school, that in the case of young men, the system requiring them to pay their own way has nearly reached its limits. But he admits that the change brought about by the Revised Code has been in the right direction; and he seems also to agree with Mr. Gordon in the opinion that female-students ought, with the Government grant, to support themselves. It is our opinion that if facilities were given to the male students in Normal schools for the purpose of enabling them to attend the Universities, the same result might be obtained as in the case of females.

As we shall explain in the sequel, we do not propose to change the authorities in whom the power of granting certificates of competency is at present vested. As heretofore, certificates will be obtained either from the University examiners, or from the Committee of Council. But it will be expedient that arrangements should be made whereby the Committee of Council shall recognise as sufficient the certificate granted by the University examiners, so that a school taught by a master holding such certificate may be entitled to share in the Parliamentary grant.

How to be supplied.

Students at Normal School may pay for themselves.

CHAPTER VII.

COST OF EDUCATION, AND MODE OF DEFRAYING IT.

Cost of
education
in ele-
mentary
schools.

IN investigating the state of the schools in Scotland, it seemed to us essential to ascertain, as precisely as possible, the cost of elementary education; and it seemed equally essential to determine the best means of obtaining the funds necessary for educational purposes, or, in other words, for the erection and maintenance of as many efficient public elementary schools as may be wanted.

School
buildings.

With respect to the sum of money required for building and repairing schoolhouses, it is difficult to make any precise statement. It appears, however, from the Report of the Committee of Council, 1865-6 (p. lxii.), that between 1839 and 1864 inclusive, accommodation has been provided for 61,211 children, and that the total amount expended has been £288,906; of which £95,451 has been paid out of the Parliamentary grant, the remainder being provided by local, or other voluntary efforts. It is understood that at present the Treasury contributes towards the cost of erecting schoolhouses at the rate of £1 or £1, 5s. for every child, the provision for which is eight or ten square feet, and that the total cost amounts to £4 or £5 per child. In like manner the contributions of the Treasury towards teachers' houses is £65 upon an expenditure of about £250. It is to be expected that the expenditure for new school buildings and teachers' houses must gradually diminish as each parish or district comes to be provided with the school accommodation required. On the other hand, the expenditure for the maintenance of schools must increase with the increase of population; and the important question is to ascertain the amount of money required to meet the annual cost of educating a scholar, and to provide the means of defraying it.

Cost in
Private
Adventure
schools.

It is, indeed, a matter of extreme difficulty to obtain satisfactory evidence of the cost of education in Private Adventure schools; nor is it easy to obtain such evidence even in the case of un-inspected public schools. This want of information, however, is not very material. It is certain, that the education furnished in the inspected schools in Scotland, is, speaking generally, the best which can be obtained; and therefore, in calculating the expense of public elementary education, we propose to assume the cost in such schools, as the standard which should prevail throughout the country.

It appears from the Report of the Committee of Council, 1865-6, App. No. I., p. 2, that the total average expenditure per child in

attendance in Scottish schools is 18s. 0½d., exclusive of the Government grant, which amounts to 8s. 0½d.; so that, according to this calculation, the sum-total will be £1, 6s. 1½d. The calculations of our Assistant Commissioners corroborate this conclusion. According to Mr. Nicolson's Report, the average cost per scholar in attendance in thirty-three inspected schools in the Hebrides is £1, 5s. 11d. Colonel Maxwell has calculated the cost with reference to the children on the roll; but making allowance for this, the cost is somewhat less, or £1, 3s. 7½d.; while Messrs. Harvey and Greig calculate the average cost at £1, 4s. 0½d. We propose to assume, therefore, that £1, 6s. 6d. per scholar in attendance may be regarded as sufficient, and we think that provision ought to be made at this rate.

The next question is, from what sources this money is to be derived? They are three:—1. There are the funds devoted to education; such as money derived from the Heritors' legal assessment, from Endowments, from the trustees of Bequests, from charitable societies and voluntary subscribers. It is impossible to ascertain the precise amount of money thus devoted to education in Scotland; but an attempt has been made to approximate to it in a table, which will be found in the Appendix to this Report.¹ From that table it appears that (including heritors' assessments) the sum of £81,387 is annually expended upon education, but there is reason to believe that this sum ought to be increased by £20,000, so that the sum-total really amounts to £100,000 a year.

It is to be observed, that in this calculation no account is taken of Endowments and Bequests confined to particular towns. There are, however, several funds, supplied partly by voluntary subscriptions and partly by Endowment, which may be specifically mentioned, and with respect to which full details will be found in the Reports of the Assistant Commissioners. These are:—

1. The Education Committee of the Church of Scotland and the Ladies' Association,	£4,563	0	0
2. The Free Church Education Committee and Ladies' Association, ...	14,683	10	0
3. The Society for Propagating Christian Knowledge, which is <i>legally</i> connected with the Church of Scotland, ...	3,854	10	0
4. The Gaelic School Society, ...	1,025	0	0
5. The Dick Bequest, ...	4,362	4	0
6. The Milne Bequest, ...	1,500	0	0
7. The Ferguson Bequest, ...	2,761	0	0
	<u>£32,749</u>	<u>4</u>	<u>0</u>

2. There is the money derived from the Parliamentary grant, which amounts, according to the table,¹ to £71,031, 16s. This, as we have said, is at an average rate of 8s. 0½d. per scholar in average attendance. Restricting ourselves to Presbyterian schools, the highest rate is that obtained by the Free Church schools in the agricultural districts, and it amounts to 8s. 11d., which exceeds

¹ Pp. 47-62.

the third of £1, 6s. 6d. by 1d. But we may add, that if the Revised Code were applied to Scotland, the general average of grant per head in all classes of schools would equal 8s. 10d., the sum required.

Fees. 3. The third source from which the school income is derived is the school-fees paid by the scholars. According to the Report of the Committee of Council for 1865-6, the annual sum paid in the shape of fees by each child in average attendance in inspected schools is 9s. 1d. The total fees received amount to £71,205, a sum as large as that contributed to the same institutions by the Treasury. According to Messrs. Harvey and Greig, the school fees in the inspected schools never yield less than 8s. 0½d. per scholar in any district of Glasgow, and in Calton they yield 11s. 6½d. According to Colonel Maxwell, the fees in all classes of schools—inspected and uninspected—are at the rate of 8s. 2d. per scholar in attendance; but in parochial schools they amount to almost 8s. 11d. per scholar. In the Hebrides, however, the sum is much smaller, for, according to Mr. Nicolson, it does not exceed 3s. 3½d.

Amount of Fees. It is to be observed that the amount of money which may be derived from fees is, in a financial point of view, of the utmost importance, and constitutes the most essential element in the funds required for education. Assuming that £1, 6s. 6d. a year is the annual cost of educating a child at an efficient school, it is obvious that if 8s. 10d. a year can be obtained from each scholar in the shape of fees, one-third of the whole sum will be provided. This sum of 8s. 10d. implies that some child attends school during forty-two weeks in the year, and pays 2½d. for every week of attendance. The tables published by the Committee of Council show that only 15·7 per cent. pay less than 2d. in the Scottish schools; and this is balanced by the fact that 48·71 per cent. pay 3d. and more. It may be assumed, therefore, that, generally, 8s. 10d. at least will be obtained from each scholar in average attendance.

Importance of fees. According to the opinion of some, education in the public schools should be gratuitous, and therefore they would abolish school fees altogether. We do not concur in this opinion. To establish such a system would be to abandon one of the most fruitful sources of school revenue. Such a change, instead of promoting, would, according to the evidence, have the effect of degrading education in the eyes of those who ought to be encouraged to value it; of destroying the most effectual means of securing regularity of attendance, and above all, of withdrawing from the teacher the most powerful stimulus to exertion; because the fees which now form part of his salary, and which depend upon his own exertions, would have to be supplied from some other source.

Gratuitous education is a mistake. The remarks of Mr. Nicolson upon this subject are instructive, and deserve the most serious consideration. In the Hebrides, the number of scholars 'paying "nothing" is 74·1 of the whole,' and the only islands where all the scholars are returned as paying fees are Iona and Gigha. After stating that the Free Church Ladies' Association 'set the example in the district' of not only exacting no fees, as a rule, but of also offering inducements to attendance, in the form of clothes as well as books, and after condemning the practice, Mr. Nicolson proceeds thus (p. 104) :—

Mr. Nicolson's opinion.

'The effect of a system of gratuitous instruction, not merely in exceptional cases, but as a fixed rule, fortified by additional gratuities in the shape of clothing, is simple and inevitable. It removes, no doubt, any excuse that could be pleaded on the ground of poverty, so far as fees are concerned. But it does not remove the apathy or selfishness which leads to the keeping of children from school, on slight pretences of service required. It rather encourages them, as there is less hesitation in neglecting what is not paid for. I cannot say that the attendance at the class of schools I speak of is more irregular than at others; they are very generally, where well taught, the best attended. But the system of charging no fees has affected the other schools, in which fees were and are still professedly charged, in a way sufficiently manifest. I don't know that it has all over the district very seriously reduced the amount of fees in use to be collected. But the practice of charging none at all has increased the difficulty of exacting them to those disposed to make the attempt, and any such attempt, in the case of parents unwilling to pay, has, in point of fact, resulted in the withdrawal of their children from the school. In many cases it is well known that the parents who have a choice of schools at their command, seem to consider it rather a favour on their part to patronize a particular schoolmaster by committing their children to his care, and if the school where the instruction is notoriously gratuitous be in other respects equally eligible, it will of course be preferred. In this way, the practice of taking no fees undoubtedly tends to general injury; for practically throughout this district no fees are paid in any of the schools by those who don't choose to pay. Where nothing is paid, the value set on the commodity is of course reduced, and the important effect on attendance of the selfish desire to get "pennyworth" is lost to the schools.'

'By school fees,' say Messrs. Harvey and Greig, speaking of Glasgow, 'practically very few persons are excluded from school; for schools with low fees are everywhere to be found, and when even these are beyond the means of the parents' charity-schools, free lists of all kinds of schools connected with churches, sessional, mission, Episcopalian, and in a marked degree Roman Catholic schools; or, lastly, the readiness of benevolent individuals to supplement or to pay the fees, leave little room for the absence of children on this score.'

Mr. Sellar says (pp. 19, 20), 'The direct payment of fees does not appear to have much effect on the attendance of the children. The parochial board pays for all whose parents are on the roll, and in many cases there are small local endowments, similar to the Milne Bequest in Aberdeenshire, by which the fees of the industrious poor, who cannot afford the money, are paid; in other instances there are funds in the hands of the kirk-sessions to meet such cases; and, generally speaking, the schoolmasters are not exacting in their demands. In the north, indeed, but very little money comes in to the teacher in the shape of fees. The children do some work for him. They help him to take in his peats, or to hoe his turnips, or they do some little job for him on Saturdays and in the vacations, and he is satisfied with this.'

'We did meet with some instances where the children were sacrificed to a feeling, underlying the character of many Scotch people, which prevents them from taking advantage of the teacher's generosity in this respect. The parents would not have it said of them that their children were taught gratis, or they would not like to send their children to school worse dressed than their neighbours, and as they could not afford to get clothes for them, they suffered them to lie about the fire in rags, rather than be dependent on any one for money. This was more common in the Lowlands than the Highlands. The Highlanders and the Irish are more accustomed to accept assistance, and are less sensitive to any reproach of poverty than the Lowlanders of the same station. Hence, while in Ross and Sutherland there were many children in every school who paid no fees, in the south we came across instances where they were kept from school because the parents were ashamed of arrears which they could not pay.'

'And the effect of this feeling on part of the parents shows itself in another way, which is almost as detrimental to the children's education as total absence from school. In the great majority of little villages throughout the country, there are other schools besides the parochial. Sometimes these are necessary, sometimes unnecessary. In these villages, the children may attend well enough for some time at whichever school they may be entered, but when the teacher comes to demand his fees, the poorer and more improvident parents are

'very apt to remove their children, and send them to one of the other schools. Complaints of this custom were constantly made to us from all parts of the country. Nothing can be worse for the education of the children, or the schools. Three or four weeks at one school, and three or four at another, and three or four at home, and the winter half-year has passed before the children have learned the alphabet. "They just go racing and chasing each other," said a teacher in the south, "from one school to another. I am sorry when they come to me, for they do harm to my school, and I am sorry when they leave me, for they do harm to themselves."

Where population is too poor to pay fees, recourse must be had to charity.

Whatever system of public education may be established, there will always be ample opportunity for individual exertion and for the zeal of the philanthropist. There is, no doubt, a considerable proportion of the population, especially 'in the poorer districts of the Highlands,' who cannot afford to pay the full amount of school fees. But no more effectual means of combining the promotion of education with the duty of charity can be imagined, than that of individuals and societies offering to pay the school-fees of those children whose parents cannot afford to pay them, upon the condition, however, which ought to be strictly enforced, that the parents undertake to send their children regularly to school. Schemes might readily be devised for the purpose of securing the fulfilment of this undertaking.

Mr. Sellar's opinion.

Mr. Sellar, after stating that 'regularity of attendance is invariably the stumbling-block in the way of the success of any scheme of gratuitous education,' proceeds to give some illustrations of the truth of this opinion, and concludes thus (p. 33):—

'Let the fees be as low as possible, from 1d. a week and upwards, and let them be uniform and regularly exacted, and the parents believe that they do not get their money's worth unless they send their children regularly; but if the education is free, very many of the parents care nothing about it. They send their children to "have a quarter's education gratis," but care little whether they attend or not.'

Fees secure regularity of attendance.

Without question, the demand of school-fees is the best possible means of securing regularity of attendance. After all, the parent is the most efficient 'truant-officer,' and the easiest way of securing his co-operation is by requiring him to pay a certain moderate sum towards the cost of educating his child; the result of which must be, that the child will be compelled by the parent to attend school in order that he may receive the consideration for which he sacrifices part of his scanty income.

Conclusion.

Those extracts seem to show, that while a system of gratuitous education would certainly have the effect of diminishing by one-third the funds available for education, and of depriving the teacher of a wholesome stimulus, it would not have the effect of increasing the number of scholars, or the regularity of their attendance at school.

Theory of gratuitous education proceeds upon a mistake.

The truth is, that the theory of gratuitous education proceeds upon a mistaken view of the motives which influence parents in withdrawing their children from school. The real causes which produce this effect may be thus explained:—Considering that children earn from 1s. 6d. to 2s. a week, it is evident that this must be so great a relief to the parents as to render it almost hopeless that they can withstand the inducement to withdraw them from school. And 'this inducement,' says the Registrar-General, 'is almost equally

‘powerful, whether or not the school be one where payments from the children are required. It is not for the sake of *saving a penny* per week that a child is transferred from the school to the factory or the fields, but for the sake of *gaining a shilling or eighteen-pence* per week; and the mere opportunity of saving the penny by sending the child to a free school would not restrain the parents from making a positive addition to their weekly income, if the absence of the child from school could insure it.’

It is admitted, indeed, that at present there is a tendency to charge higher fees than formerly. ‘This higher charge,’ says the Committee of Council, ‘is often no more than just, and so long as the poorest are not excluded is advisable.’ The effect of thus raising fees has often been tried, and when done judiciously has proved successful. Upon this point one of H.M. Inspectors thus writes:—

‘When the school prices have been moderately increased, for a time, the numbers have fallen off, but, in six or eight months, in all the cases with which I am acquainted, they have risen to the former standard. The real difficulty in towns is to be referred to the competition of schools of different denominations. The managers of any given school fear that, if the prices were raised, the children would migrate to a neighbouring school. This obstacle is generally capable of being removed by a mutual understanding, the prices being raised simultaneously at all the schools in the town.’

But in determining the scale of fees there are two things to be observed. In the first place, parents will not continue to send their children to a school in which the fees have been raised, unless the school be thoroughly efficient. In the next place, the scale of fees ought not to exceed the sum which is fairly within the reach of the respectable poor. There is, no doubt, considerable difficulty in determining the precise amount which ought to be demanded. The difference, however, between the scale of fees in inspected schools in Scotland and England, and even between the different classes of schools in Scotland, is so striking as to raise doubts whether the same class of children attend these schools.

The following table exhibits the centesimal proportion of 160,739 children paying the under mentioned sums per week:—

	1d. and less than 2d.	2d. and less than 3d.	3d. and less than 4d.	4d.	Over 4d.
Schools connected with the Church of Scotland, . . }	p. c. 13·21	p. c. 35·24	p. c. 31·88	p. c. 9·72	p. c. 9·95
Free Church Schools, . . .	12·02	34·66	33·73	9·3	10·29
Episcopal Schools, . . .	40·23	42·42	13·32	3·8	·23
Roman Catholic Schools, .	53·94	35·48	10·23	·33	·02

¹ Committee of Council Report, 1865-6, p. xviii.

Difference
in the fees
charged in
Denomina-
tional
schools.

It is clear from the first column of this table either that the fees charged in the Episcopalian and Roman Catholic schools in Scotland are too low, or that the inspected Presbyterian schools do not educate the poorest class of children. There is no evidence upon which to found any conclusive judgment on this subject, so far as the rural districts are concerned. It is, however, a striking fact that in the Episcopalian schools a large majority are Presbyterians, and, according to Mr. Sellar, not only are the fees very low, but, in some cases, books, maps, and writing materials are provided with great liberality. Again in Dumbarton, which is well supplied with schools, there is one Episcopalian school supported by grants from the Treasury ; on the roll there are 167 children, but of these only 11 are Episcopilians.

Sometimes
the fees are
too high.

But if in some denominational schools the fees are fixed at too low a scale, it is certain that in some inspected schools they are fixed too high. This is especially the case when there is a want of efficient schools in a district, and where the masters of such schools are enabled to charge whatever fees they may think convenient. Thus Messrs. Harvey and Greig, speaking with reference to Glasgow, say (p. 140),—

‘ In consequence of the crowded state of many of the best sessional schools, and of the natural desire of the teachers to fill their benches with children of a superior class, there has been a growing tendency in all quarters of late years to raise the fees, and to collect them monthly or quarterly. The obvious and invariable effect has been to exclude from good schools the children of the lowest orders, many of whom cannot pay more than a penny a week, and who have neither the ability nor inclination to pay a month in advance. Children thus excluded find their way to mission schools, and to a low class of adventure schools, the former generally without the accommodation or teaching-power to furnish a good education, and the latter still more disadvantageously placed in both respects.’

While, therefore, the arguments against gratuitous education must be considered conclusive, care should be taken that the schools in which fees are demanded shall be efficient, and that the scale fixed shall not be so high as to exclude the poorer classes. At present it seems, that practically the masters fix the scale of fees, and that the managers exercise very little control in the matter.

Duties of a
Board with
respect to
fees.

If, however, the Legislature should determine to establish a Board of Education for Scotland, two of the most important duties of such a Board would be to take care that the schools should be efficient, and that the scale of fees should not be exorbitant.

Endowed
and charity
schools.

In connexion with this subject it is important to observe that there are many Endowed and Charity schools which supply education gratuitously. Thus, in Glasgow, the Assistant-Commissioners report that in most of the charity schools no fees are demanded. And in Edinburgh the out-door Heriot schools supply education to about 3000 children without any fee; although it is believed that most of the parents or relatives of such children are quite able to pay a moderate fee.

Effect of
charging
no fees is to
curtail the
benefit of
the founda-
tion.

It is obvious that, in such cases, the omission to exact fees from parents who can pay them, is, in fact, to curtail the number of those who might derive aid from the Bequest, Mortification, or other charitable funds. For instance, if the Governors of Heriot's Hospital were

entitled to demand fees, they might place themselves in a position to extend the benefit of the endowment beyond its present limits. It appears to us, therefore, an important question, whether the governors of the Hospital, and the trustees of other Endowments, should not be empowered to exact fees in order to enable them to enlarge the beneficial effects of such foundations. It is to be observed that the same question has lately been discussed in England; and a correspondence between the Charity Commissioners and the Committee of Council has been published in their Report for 1865-6. In the letter of the secretary of the Committee of Council it is stated that 'in justice to the taxpayers, among other reasons, parents should contribute towards the education of their children,' and after pointing out the large sum which may be collected from fees, the letter concludes by asking whether the Charity Commissioners would be likely to authorize the trustees of Endowments for the education of the poor to exact moderate fees from the scholars.' In reply, the Charity Commissioners state that 'their general practice is to authorize the requirement of fees from the scholars of elementary endowed schools when establishing schemes for their government.' There is no jurisdiction in Scotland which exactly corresponds to that of the Charity Commission in England. But it might be desirable that the Board of Education, which we propose to establish, should be invested with power to direct school-fees to be exacted in all Endowed or Charity schools in this country:

Before concluding this chapter, we propose to sum up the means which are at present available for elementary education in Scotland, to estimate the additional sum which may be required for the purpose of establishing an adequate number of efficient schools, and to suggest, what seems to us, the best means of obtaining the necessary funds.

In estimating the cost of a National system of education for Scotland, it is not supposed that every child of school age will be educated in National schools,—that is, in schools supported by taxation, either local or general.

As a general rule, parents who can pay for the education of their children, are not unwilling, if required, to do so. According to the highest estimate, the education of a child in an elementary school does not cost more, including everything, than 9d. a week; and therefore the number of persons for whom provision requires to be made is limited. The question, it is to be observed, which we are now considering, is not the amount of school-accommodation required for the people of all classes,¹ but the amount required for such as are likely to attend the public elementary schools. There is, of course, some difficulty in ascertaining precisely the proportion of the population included within this category. But probably there are no better means of doing so, than by a careful study of the way in which the population is distributed among the various classes of houses.

There is no better test of the wealth and social condition

¹ As was the case, pp. xix, clxiv, clxxiii.

Estimate of the means at present available for education in Scotland; the additional sum required, and the mode of obtaining it. Public provision need not be made for the whole population.

Persons
who live in
less than
four rooms.

of a man than the number of rooms in which he and his family live. Now it appears from the Census Report 1861 (vol. 1, p. lv.) that 83·5 per cent. of the Scottish population live in houses consisting of less than four rooms, and constitute the great mass of the people. We propose to assume, therefore, that this class includes all those who require, or would be willing to take advantage of, public aid in order to educate their children, and for whom National schools are required.

The population of Scotland, according to the census of 1861, amounts to 3,062,294; deducting therefore 16·5 per cent. (100—83·5) from this sum, school-room and school-teaching must be provided for the children of a population of 2,557,016.

Number of
children on
the roll.

It is generally admitted that the state of education in a country is satisfactory when one in six of the population is on the roll of *efficient* schools. In Scotland this may be taken to include all children who have completed their fourth, but have not yet entered their fourteenth year. Now, according to the census of 1861, the percentage of children on the roll of *some* school is 1 in 6·5.¹ The returns of the Registrars² show the same proportion in the rural districts, and, according to Messrs. Maxwell and Sellar, the scholars on the roll are 1 to 6·3 of the population. In the Hebrides the scholars on the roll to the population is 1 in 6·6; and in Glasgow 1 in 9·6. So far, therefore, as the number of children on *some* school-roll is concerned, the existing state of things is tolerably satisfactory, at least in the rural districts. The *quality* of the education supplied in these *nominal* schools is a different matter; and we shall consider presently the question of new school-buildings where these may be required. But the chief thing which remains to be done is to ascertain the funds at present available for the purpose of securing efficient education, and the means of supplying any deficiency. It is, of course, unnecessary to make provision for every child on the school-roll. As a general rule the difference between the school-roll and the average attendance amounts to one-fifth. But in order that the provision for public education in Scotland may be ample, we prefer to assume that 1 in 7 of the population will constantly be present in the public schools. The result is that accommodation in public National schools must be provided for 365,288 scholars.³ The rest of the children of school-age (p. clxxiii), will be accommodated in private schools and other educational institutions.

Calcula-
tion.

We have already shown that the *annual* cost of educating a scholar in an *efficient* school may be taken at £1, 6s. 6d., which for 365,288 scholars would amount to £484,006, 12s. We have also shown that of this sum a third, that is 8s. 10d. per scholar, or £161,335, may be obtained in the shape of fees, and that another third may be obtained from the Parliamentary grant.⁴

¹ Census, vol. 2, p. lii.

² Appendix, p. 2.

³ There is a slight discrepancy between this and the calculation in the summary (p. clxxi), which, however, is practically immaterial.

⁴ P. cxii, *ante*.

The remaining third, or £161,335 must be provided for, and the question is in what manner this is to be done.

In the first place, recourse may be had to existing funds:—

1. Heritors' legal assessments,	£47,768	0	0	
2. The Lords of the Treasury,				
under 1 & 2 Vict. c. 87,	869	0	0	
3. Endowments and Bequests,	12,477	0	0	
				61,114 0 0
4. Voluntary contributions or subscriptions,				40,271 0 0
Total,	£101,385	0	0	

Of these, the first three are permanent, and must continue to be applied to education, whatever may be the general school-system established in Scotland. But, with respect to voluntary contributions, it is alleged that as soon as a National system is established they will cease, and that, therefore, in calculating the pecuniary means at present available for public education, the amount collected from voluntary subscribers ought to be omitted. The sum of money collected from this source is very large. According to the summary in the Appendix to our Report (p. 48), the annual voluntary subscriptions amount to £20,271; to this must be added a sum of £20,000, which, according to Mr. Laurie, the Secretary to the Education Committee of the General Assembly, is raised by individual congregations, and does not pass through the hands of that Committee. This raises the whole amount of annual voluntary subscriptions in Scotland to a sum of £40,271. There is no doubt, however, that the total sum obtained in this fashion is even larger; for it appears from the Report of the Committee of Council, Table No. I. (p. 2), that the sum obtained by voluntary contribution towards 1442 schools amounts to £42,077. As these schools constitute only a fraction of the total number of schools supported by voluntary subscribers in Scotland, the amount of annual voluntary contributions must be considerably larger than the sum of £40,271, to which reference has been made. But, in order to place the sufficiency of the provision proposed beyond dispute, we shall omit from our calculations the item of voluntary contributions or subscriptions. The result is, that, in order to meet the charge of £161,335, there are available resources to the extent of £61,114; which leaves the sum of £100,221 to be raised by other means.

It is known that the annual valuation of Scotland amounts to somewhat more than £15,000,000.² A rate of 1d. in the pound amounts to £62,500; a rate of 2d. would therefore amount to £125,000, which would amply suffice for this purpose, and for the expenses of collection.

Assuming, therefore, all voluntary subscriptions to cease, the *maximum* rate which would have to be imposed in order to provide

The first three permanent.

Voluntary subscriptions.

To meet £161,335 there are funds amounting to £61,114, omitting voluntary subscriptions. Valuation of Scotland.

Amount of rate.

¹ Appendix, p. 48.

² According to the calculation in the Appendix, £15,563,535.

efficient teaching for Scotland would never exceed 2d. in the pound. It is hardly possible that the population should increase without a corresponding increase in the value of property, and if more money were required, the means for supplying it would be increased also.

Calculation
tested by
number of
teachers
required,

But in order to ascertain whether the estimate of the cost of supplying public schools to Scotland is accurate, we propose to test still further the calculation. The number of scholars to be taught amounts, as has been said, to 365,288. According to a Return furnished by the Committee of Council,¹ the number of teachers and assistant teachers employed in inspected schools is 1 for every 82 scholars; so that, in this case, they would number 4454, of whom, one-third, or 1484, might be mistresses, and two-thirds, or 2968, might be masters. It also appears from the Report of the Committee of Council for 1865, that the average salary of masters in the Church of Scotland and Free Church schools is £95; while that of mistresses is £55. The sum, therefore, required for masters and mistresses would be—

2968 × £95,	£281,960	0	0
1484 × £55,	81,620	0	0
Besides masters and mistresses, one pupil teacher would be required for every eighty scholars, at a salary of £20 a year,—4566 × £20,	91,320	0	0
	£454,900	0	0

Assuming, as before, that one-third of this sum would be obtained from fees, another third from the Parliamentary grant, there would remain to be supplied by heritors, by the Lords of the Treasury, by Endowment and Bequests, and by a Rate, the sum of £151,633. The sum to be provided by the same means, according to the other calculation, was £161,335, so that, according to this method, the sum required would be less by £9702. The account would stand thus:—

Sum required (£454,900 ÷ 3),	£151,633	0	0
Sums available,	61,114	0	0
Difference, being the amount to be raised by Rate,	£90,519	0	0
Rate at 2d. on £15,000,000,	125,000	0	0
So that the surplus would amount to,	£34,481	0	0

In this calculation allowance is made only for the salaries of teachers. It is obvious, therefore, that from this surplus must be deducted a sum sufficient to maintain the school buildings, and to defray other expenses.

In these calculations, it will be observed, no distinction is made

¹ App. p. 46.

between various parts of the country: the Highlands and Islands, the towns, and the rural districts are treated as equal.

But it is certain, that unless they are considered separately, any financial calculations must prove erroneous. The population in the Islands is not only more numerous in proportion to the area than in most parts of the mainland of the counties to which they belong, but less able to pay school-fees. Moreover the rental of the land in proportion to the population is much smaller, as appears conclusively from the following Table:—

Calculation by dividing the country into Highlands, Towns, and Rural districts.

Name.	Proportion of Population, 1861, to acres.	Proportion of Annual Valuation, 1866, to Population per head, 1861.
Long Island, ...	1 to 17 acres,	15s.
Skye, ...	Uncertain,	£1, 9s.
Mull, ...	Uncertain,	£3.
Orkney and Shetland, .	1 to 15 acres,	£1, 4s.
Sutherland, ...	1 to 49 „	£2, 6s.

It will be observed that to the Hebrides we have added Orkney and Shetland, and the several islands we contrast with Sutherland. Destitute as the Hebrides are of efficient schools, it will be found, by consulting 'The Statistics relative to Schools in Scotland,' which accompany this Report, that Orkney and Shetland are in a worse condition. In every other insular county the ratio of scholars on the roll to population is 1 in 6·9; in Orkney it is 1 in 7·1, and in Shetland 1 in 14·2; and the state of matters is very much worse if attendance is taken. Compared with other parts of the country, the sum of money available for education in Orkney and Shetland is insignificant; the proportion of the annual rental to the population per head is smaller than it is in Sutherland; the number of acres to each inhabitant is smaller than it is even in the Long Island; while in Shetland, according to the census of 1861, 91·52 per cent. of the population live in houses with less than *three* windows, and as many as 16·12 per cent. live in one room without any window.

Thus it seems that in the islands, and especially in the Long Island, Orkney, and Shetland, there are many more for whom it is necessary to provide schools than there are in Sutherland; and, at the same time, it is apparent that the means of providing schools are proportionally smaller.

Destitution of the Islanders.

In a district where the rental amounts only to 15s. or even £1, 9s. for each inhabitant, it is unreasonable to expect that the state of education should be as satisfactory as if the rental were much higher. Indeed, the only mode of obtaining such a result would be by taxing the proprietors in the one district at a much higher rate than the proprietors in the other.

Same rate will not be equally effective in different districts.

For example, even if the proprietors in these islands were to contribute out of their rental in the same proportion as the proprietors in Sutherlandshire, the result would be very different. By a rate of 2d. in the pound, the proprietors of Sutherlandshire might supply the number of schools required, whereas if these Islands were taxed at the same rate, schools would still be wanting. It is to be observed, moreover, that this result arises not merely from the fact that in one district the population in proportion to the rental is larger than it is on the mainland, but from the fact that the people on the mainland are better off, and therefore more able to pay the school fees.

Highlands must be treated specially.

Two things must be admitted. On one hand, it must be admitted that taxation should be as equally distributed as possible; and, on the other hand, that adequate provision must be made for the education of the people. But it seems to us impossible fairly to apply both these principles to the Highlands and Islands, without treating them apart from the rest of the country, and without making special arrangements for the purpose of supplying an adequate number of schools. These arrangements need not indeed be permanent, but they must endure while the population continues so much in excess of the means of subsistence. If some plan of this sort is not adopted, one of two consequences must follow: either the proprietors must be overburdened with taxes, or the people must be left in ignorance.

Increased grant from the Committee of Council.

In the following calculations, therefore, we proceed upon the principle that special arrangements must be made in order to place the schools in these islands on a satisfactory footing; and, accordingly, we propose that the grants under the Revised Code shall be at a higher rate, namely 8s. instead of 4s. for attendance, and 16s. instead of 8s. for examination; but, at the same time, we calculate the cost of education at £1, 5s. instead of £1, 6s. 6d., in the expectation that a larger number of females may be employed in these Islands than elsewhere.

Society for Propagating Christian knowledge.

It will be observed also that the sum contributed by the Society for Propagating Christian Knowledge is set down at £342, which is the amount at present obtained from this source. As we have already pointed out, this Society was founded for the express purpose of promoting education in these destitute districts, and it must be admitted that £342 (or £445, including retiring pensions) is but an insignificant proportion of a total income of £7000 a year. There seems no reason to doubt that a much larger sum might be spared from the funds of this Society to meet the urgent claims of these Islands; in the meantime, however, we prefer to estimate the aid from this Society at the amount actually received.

I. As to the Hebrides:--

Way in which funds provided for the Hebrides.

Population after deducting 13 per cent., being the actual number of those who live in houses with four rooms or more,	70,111
One-seventh, being the assumed number of scholars,	10,016

The sums at present annually raised, *exclusive* of voluntary subscriptions, which amount at present to £4000 :—

1. Heritors' legal Assessment,	£1,091	10	0
2. Parliamentary Schools,	265	0	0
3. Endowments and Bequests,	106	0	0
4. Fees (<i>vide</i> Mr. Nicolson's table),	657	10	0
5. Society for Propagating Christian Knowledge,	342	0	0
	<u>£2,462</u>	<u>0</u>	<u>0</u>

• Sum required—

10,016 scholars at £1, 5s.,	£12,520	0	0
Present payments as above,	£2,462	0	0
Rate at 2d. in the pound,	994	0	0
Increase of fees,	1,343	0	0
	<u>4799</u>	<u>0</u>	<u>0</u>
	<u>£7,721</u>	<u>0</u>	<u>0</u>
10,000 attendances, 8s.,	£4,000	0	0
5,000 passes, 16s.,	4,000	0	0
	<u>8,000</u>	<u>0</u>	<u>0</u>
Surplus,	<u>£279</u>	<u>0</u>	<u>0</u>

It seems to us unnecessary to explain in detail the calculations with respect to Orkney and Shetland, but it may be stated that the population of both groups of Islands is 64,065, while the sums available at present for the purpose of education do not exceed £2800, of which a sum of only £277 is contributed out of the Parliamentary grant. Orkney and Shetland.

The advantages to be gained by making the special grant in the form, which we have suggested, are considerable. The additional sum required from the Parliamentary grant is not of much consequence, and must be duly earned, according to the principle of the Revised Code, which would be applied in these islands as in other parts of Scotland. The teachers would naturally use their best efforts not only to increase the attendance of scholars, but to fit their pupils to pass the inspector, and in both ways to increase their salaries. Advantages of the plan.

As we have already observed, there are some reasons which would lead us to expect that the special arrangements to which we have referred need not be permanent. It can scarcely be disputed that the population in the Islands far exceeds the numbers of those who can be maintained in comfort from the produce of the district. Various means have, from time to time, been tried to cure this disease of over-population, but generally without success. The only effectual method is voluntary emigration; but this cannot be applied except with the co-operation of the people themselves. In other words, the people must be taught to appreciate the benefits which may be obtained by leaving their island homes, and must be furnished with means of employing their energies in the country to which they transfer themselves. Effects such as these can only be Special arrangements need not be permanent.

produced by education. The minds of these Islanders must be enlarged—the desire for improving their condition must be stimulated, and the knowledge of the English language, whereby alone that desire can be practically gratified, must become general.¹

In confirmation of these views, we think it right to quote part of a letter addressed by Mr. Ramsay to the Lord Advocate, ‘On the State of Education in the Outer Hebrides,’ in the year 1862:—

‘The population of Lewis in 1851 was 19,694, and in 1851, 1852, and 1855, 1772 were sent to Canada, at Sir James Matheson’s expense, but so far was this from arresting the increase, that the number, as ascertained by the census in 1861, was 21,059, so that, including emigration, the increase during the ten years was 3137, or about 16 per cent. When in Barra, I received similar information regarding that island. The population of the parish in 1851 was 1870; the proprietor, at his own expense, sent away in 1852 upwards of 400 emigrants, but the population in 1861 had again increased, and at the period of the census was 1859.

‘In both these cases a considerable outlay was incurred for the purpose of removing what was deemed a superabundant population, but the foregoing details prove that the expenditure has not yielded any return; nor should it be forgotten that these removals are too frequently carried out amidst the opposition of the people, causing the infliction of much sorrow and suffering upon the poor reluctant emigrants themselves, while the process is one necessarily involving much labour and painful effort on the part of those engaged in carrying it out. My conviction is, that if the same amount of money and the same effort had been expended in wisely encouraging, or in case of need, enforcing the education of the young, the work would have been pleasant and the result satisfactory.

‘In Lewis, indeed, the proprietor for some years past has endeavoured to promote the education of the people, but either from the shortness of the time, or from the absence of cordial co-operation on the part of those who are resident, and locally interested in their welfare, or other causes, the work does not appear to have been carried out yet with sufficient persistence and energy to insure any adequate measure of success. In Barra, I could not ascertain that the proprietor has ever done anything in the way of encouraging education, and in both cases the schools have as yet done so little, that the Gaelic language alone is understood by the great majority. The Island of Islay, I am informed, was in a similar condition not long ago. One of the small tenants, or a working man, who could then speak English, was pointed out to the stranger as an example of progress in his class. The late Mr. Campbell of Islay and his uncle, the late Captain Walter Campbell of Sunderland, possibly without foreseeing all the results, but from their well-known benevolent desire to promote the welfare of every individual on their estates, took an active interest nearly forty years since in establishing efficient schools throughout the island, and in encouraging the regular attendance of the young. This has been acted on and encouraged by those who have succeeded them, as well as by clergymen and other residents who have taken an interest in the subject. And the result has been, that although there have been few enforced removals during that period, and no outlay has ever been incurred by the proprietors to promote emigration, the diffusion of education has not only arrested the increase of the population, but has so promoted voluntary removals, as to bring about a great diminution of their number.

‘The population of Islay, which in 1841, in round numbers, was 14,000, decreased to 12,000 in 1851, and according to the last census was only 10,000 in 1861, while there has been a corresponding decrease in the number of the very small holdings of land.’

¹ The same opinions are enforced in ‘Periodical Destitution in the Highlands, and its Remedy,’ by John Ramsay, Esq., Islay, 1863, and in Mr. Nicolson’s Report, pp. 124-6.

II. We now come to the other Islands and Mainland, exclusive of Other
 Burghs :— islands and
 mainland.

Population, after deducting 13 per cent., ¹	1,489,679		
One-seventh, being the assumed number of scholars,	212,811		
These scholars at 8s. 10d. (£1, 6s. 6d. ÷ 3)	£93,991	0	0
The sums at present raised, <i>exclusive</i> of voluntary subscription—			
1. Heritors,	£46,677	0	0
2. Lords of Treasury,	604	0	0
3. Dick Bequest,	4362	0	0
4. Milne Bequest,	1500	0	0
Making a total of,	53,143	0	0
And reducing the sum required to,	£40,848	0	0
But the annual valuation is £10,543,990 at 2d.,	87,866	0	0
Showing a surplus of	£47,018	0	0

So that in these districts a penny rate would suffice to raise one-third of the sum required; another third being met by Fees, and the remaining third by the Parliamentary grant.

III. As to Glasgow :—

Glasgow.

Population, after deducting 13 per cent., is ²	344,088		
One-seventh, being the assumed number of scholars,	49,155		
These scholars at 8s. 10d.,	£21,710	0	0

¹ The actual proportion of those who live in houses with four rooms and more is nearly 16, but we prefer to adopt the lower figure.

SUMMARY.

SCOTLAND.	Population.	Accommodation required for scholars.	Cost at 8s. 10d. per annum. £1, 6s 6d ÷ 3
Hebrides,	80,587	10,016	£4,424
Other Islands and Mainland, excluding Royal Navy and Seamen,	1,712,274	212,811	93,991
Glasgow,	395,503	49,155	21,710
Other Burghs,	866,540	103,984	45,926
Royal Navy and Seamen,	7,390	...	...
TOTAL,	3,062,294	375,966	£166,051

The annual cost of education per head is £1, 6s. 6d. ; but in these calculations no account is taken of two-thirds of the whole cost, or 17s. 8d., which will be met half by fees, and half by the Parliamentary Grant.

£166,051 is the sum to be annually provided out of heritors' payments, endowments, bequests,—which together amount to £61,114; the remainder being met by voluntary Subscriptions and a Rate.

From the 866,540 we have deducted 16 per cent., which is the average throughout the country of persons who live in houses with four rooms and more; in the other cases we have deducted 13 per cent., according to the fact: the result is that according to this calculation provision is required for 10,000 more scholars than would be required according to the other calculation, p. clxiv.

² *Ibid.*

The sum at present raised annually, *exclusive of*
voluntary subscriptions :—

1. Charity schools, excluding Hutcheson's Hospital, ¹	£6918	0	0
Bequests, etc., not yet applied,	1070	0	0
3. Bell Bequest,	400	0	0
4. Murdoch's School,	240	0	0
5. Trades' School,	250	0	0
6. Hood's School,	18	0	0
7. Ferguson Bequest, about	540	0	0
Making a total of,		9,436	0 0
And reducing the sum required to,		£12,274	0 0
Valuation is £1,808,430, at 2d. in the pound,		15,070	0 0
Showing a surplus of		£2796	0 0

This would provide for one-third of the cost, the remainder being met, as in other cases, by Fees and Parliamentary grant.

Although the other large towns have not been examined in the same detail as Glasgow, there is no reason to doubt that their educational resources are as ample as those of the City in question. It may therefore be assumed that if a rate of 2d. in the pound will suffice for Glasgow, the same rate will suffice for the other towns.

School
buildings.

It remains only to provide for the repair of existing school buildings, and the erection of new buildings where required. It has been ascertained that, as a rule, the cost of erecting new buildings does not exceed £5 for each child at eight square feet. Let it be assumed that additional accommodation is required for 100,000 scholars. This would represent a capital sum of £500,000. Of this sum the Committee of Council contributes one-fourth, or £125,000, leaving £375,000 to be raised locally. Assuming this amount to be borrowed at £6 per cent., in order to provide for its gradual liquidation, the annual charge would be £22,500 for a term of years. Besides this it would be necessary to provide for teachers' houses. Assuming the number to be 500, and that each cost £250, this, according to the same calculation, would amount to an additional charge of £5625 upon the local rate. A rate of a ½d. in the pound throughout Scotland yields £30,000, which would more than suffice for all building purposes. But, in point of fact, no such rate would be required in the rural districts, as 2d. in the pound would amply suffice to meet all expenses. The Hebrides, Glasgow, and some other of the largest towns are the only districts where such an additional rate might possibly be found necessary.

Conclusions
as to
amount of
rate re-
quired.

The result is that in Scotland the required number of efficient schools and efficient teachers may be supplied by a maximum rate of 2d. in the rural districts and in most of the towns, and by a maximum rate of 2½d. in the Hebrides, in Glasgow, and in a few of the largest towns in the country.

¹ £7000 is the total revenue of Hutcheson's Hospital, of which (it is said) a sum of £1100 is devoted to education.

CHAPTER VIII

RECOMMENDATIONS.

We have now adverted to the general facts which have been reported to us, and proceed to lay before your Majesty the recommendations which, after full consideration, they appear to us to justify.

1. The position of education in Scotland, as disclosed in the evidence before us, is peculiar. We have found, on one hand, a National Institution, consisting of the Parochial, Side, and Parliamentary schools, established by law, maintained by local assessment, and designed to be commensurate with the educational wants of the country. But, it is also apparent that this Institution not only is inadequate in its dimensions to accomplish the object for which it was designed, but falls immeasurably short of it. On the other hand, we find a supplementary system, forced into existence partly by denominational rivalry, but mainly by the deficiencies of the National System, which furnishes more than two-thirds of the education of the rural districts of Scotland, and on which that of the towns of Scotland mainly depends. Both the National and the Voluntary schools are to a certain extent aided by grants from the Committee of Council; but the first and most striking result of the facts collected is the entire inadequacy in point of extent of the National system to supply the means of the education to the country.

2. Notwithstanding all the appliances to which we have referred, and assuming all the existing schools to be efficient, the school-attendance, tested by the usual rules, does not come up to the proper standard. The population of Scotland in 1861 was 3,062,294. If one-sixth be assumed as representing the children who ought to be on the school-roll, being those who have completed their fourth, and have not yet entered their fourteenth year, the number of scholars on the roll ought to be 510,382. But in Glasgow our Report

Education
in Scot-
land.

Statistics
show that
school-
attendance
is inade-
quate.

shows 41,248 children on the roll of some school. We may assume a similar proportion in the other large towns, which would give 64,324. In the rural districts there are 312,795 children on the roll of some school, including the smaller towns from which we have returns. There are thus 418,367 children on the roll of some school in Scotland, and 92,000 who are on the roll of none.

Inefficiency
in the
teaching
and build-
ings.

How are
defects to
be sup-
plied?

Extension
of the
Parochial
system.

Other
schools.

General
plan.

New
schools.

Changes in
the Paro-
chial
schools.

3. Of far more weight and importance, however, than this statistical result, is the information we have received as to the quality of the teaching, the state of the buildings, and the appliances of the existing schools. It is certain that in all these respects the existing schools are in a large measure defective. We have thus had to consider the best means for supplying the defects caused by the inadequacy of the National System,—for providing the means of education where these are absent, and for rendering the existing means satisfactory and efficient.

4. The most desirable, and in point of principle the simplest course would be the extension of the Parochial or National system, on its original model, and on a scale proportioned to the whole population. We are impressed with many advantages which seem to recommend this course. But as things stand, we do not think it is practicable, and probably it is not desirable, to throw aside, or at once to take over at the expense of the nation, or of the locality, the schools which have been erected by voluntary efforts; or to supply from national funds, or from local assessment, the contributions at present furnished from private sources.

5. The conclusion at which we have arrived is, that by a judicious improvement of the Parochial or National schools, and by taking advantage of the existing schools outside that system, combined with a reasonable modification of the rules on which the Privy Council grants are administered, and the extension of Government inspection, the existing schools may be rendered thoroughly efficient; and we also think that provision may be made under which these schools may all, in time, assume a National character.

6. Even then, however, it will be necessary, especially in large towns, to provide for the institution of new schools; and we have endeavoured to do so without proposing any sudden or violent change in the framework of the existing system.

7. In regard to the Parochial or National schools, several questions relative to their management have been brought under our notice. The present management of these schools is in the hands

of the heritors, who are proprietors of land in the parish valued at £100 Scots, along with the minister of the parish.

8. Since the passing of the Act of 1861 no test has been required of the schoolmaster, who may therefore belong to any denomination. It appears, however, from the reports of Messrs. Maxwell and Sellar, and of Mr. Nicolson, that although such is the law, the appointment of schoolmasters in the Parochial schools visited by them has been almost entirely confined to members of the Established Church. In regard to this, the Commissioners are of opinion that schoolmasters ought in all instances to be selected without regard to denominational distinctions.

Act of 1861.

Parochial schoolmasters still nearly all belong to the Established Church.

9. It has been proposed that the minister of the parish should not have an *ex officio* seat at the board. And it was strongly urged by some of our members that the qualification of heritors to vote or act upon the managing board of the Parochial schools should be calculated, not on the old valued rent of £100 Scots, but on the real rent; and that all heritors, up to a certain amount of value, should be qualified as well as tenants paying a certain amount of rent.

There is much weight in these suggestions. But notwithstanding some diversity of opinion, we are not prepared to recommend these alterations. Many of our number think that the Parochial schools would possess more of a national character were such changes adopted. But, after considering the reports of the Assistant-Commissioners with respect to the Parochial schools, and the difficulties which would necessarily attend a change on a long established practice, we have resolved not to recommend that any alteration should be made in the existing management of the Parochial Schools.

Changes proposed not adopted.

10. Another question of very great importance relates to the tenure of the schoolmaster's office. At present the Parochial schoolmasters hold office *ad vitam aut culpam*. We think that the law on this subject should be modified. We are strongly impressed with the conviction, that one great cause of the inefficiency, where it exists, in the Parochial schools, is the permanent tenure upon which the schoolmaster holds office. The experience of the denominational schools proves, that such a tenure is not necessary to attract able, and efficient men to the office of schoolmaster; and no system can be really efficient without some ready means of removing teachers, who do not, or cannot perform their duties. The

Tenure of schoolmaster's office.

Act of 1861 effected some improvement in this respect on the previous practice. But it has been shown to our satisfaction that its provisions on this subject are still ineffectual.

Recom-
mendation.

11. We therefore recommend that, subject to the approval or action of the Board of Education (the constitution of which we shall presently explain), and careful provision against unjust or capricious dismissal, facilities should be given for getting rid of inefficient schoolmasters now in office, and that the tenure *ad vitam aut culpam* should be abolished as regards future appointments.

12. The examination and qualifications of schoolmasters of Parochial schools we shall advert to in the sequel.

Repair of
Parochial
school-
buildings.

13. The law appears to be defective as regards the provision for maintaining school-buildings in proper repair. Our information shows that their present condition is very unsatisfactory; and there are no adequate means provided by Statute for compelling the Heritors to improve them.

Recom-
mendation.

We recommend that, if the school-buildings are reported as insufficient in extent or repair, the Board of Education shall have power to direct the Heritors to extend, or repair them in such measure as may seem necessary.

Insular
Parishes.

14. Setting aside, for the present, the topics connected with the superintending power of the Board, these are the changes which we have to recommend in the Parochial schools in the Lowlands. Those in the Insular parishes of the Hebrides, as we have already explained, are exceptional and peculiar: and the special manner in which it is proposed that the Committee of Council should grant aid to the Islands has already been stated.¹

Parochial
system in-
adequate.

15. But any improvement in the existing Parochial schools will go but a short way in solving the problem before us. All the Parochial, Parliamentary, and Side schools, forming, as we have said, the National system, constitute only a fractional part of those which supply education in the rural districts of Scotland, and the system does not extend to burghs. Out of 4451 schools in the rural districts, there are 1133 parochial schools, and 910 adventure schools. This leaves 2408 schools supported by voluntary efforts—denominational or individual—supplying education to a very large proportion of the rural population, besides the considerable number of schools, similarly supported, which exist in the large towns.

A large
number of
Non-Paro-
chial
schools.

What is to
be done
with them?

16. This state of things has presented to us perhaps the most

formidable difficulty we have had to encounter. These schools are, for the most part, all wanted. Some may be superfluous in particular localities, but they are all required for the work of educating the people. They represent an immense amount of denominational, local, and individual energy in the cause of education, and large funds drawn from voluntary sources. They have school-buildings, masters, and other appliances more or less efficient, but actively engaged in and adapted to the work of teaching. To dispense with them at once, and cast them aside for a symmetrical new system, would have been extravagant. To leave them as they are, would be to perpetuate a state of things necessarily defective.

They are
all required.

17. We have therefore resolved to recommend that these schools shall, as far as possible, be adopted as they stand, and under their existing management, into the National system. They will be subjected to inspection and supervision, in order to secure efficiency; and will also participate in the grants made by Government.

These
schools are
to be
adopted in-
to the
National
system.

18. In order, however, to accomplish this object, we are of opinion that central authority is indispensable; and such we find to be almost the universal opinion among the witnesses we have examined.

We recommend, therefore, the appointment of a Board of Education, constituted as follows:—

Board of
Education.

- (1.) One representative member, chosen by each of the Universities of St. Andrews, Glasgow, Edinburgh, and Aberdeen, each to hold office for three years.
- (2.) The chief magistrates of Edinburgh, Glasgow, Dundee, and Aberdeen also to hold office for three years.
- (3.) One representative member to be chosen by the Commissioners of Supply of each of the counties of Inverness, Perth, and Ayr, the election to be made annually, at the meeting on the 30th of April.
- (4.) Three permanent members to be named in the Act of Parliament; and a paid chairman and secretary to be appointed by the Crown.

19. The duties of the Board should, in our opinion, be the following:—

Duties.

- (1.) To determine the number, and character of schools required in each parish or burgh.

- (2.) To incorporate into the National system as many of the existing schools as may be deemed requisite.
- (3.) To authorize, and enforce the erection of such new schools as may be required.
- (4.) To insist that all school buildings shall be efficiently maintained, and that the teaching shall be efficiently conducted.

Public
National
schools of
three kinds.

The result of this proposal will be, that the schools recognised as Public National schools will be of three descriptions: Parochial Schools, Adopted Schools, and New Schools. We propose also that two or more parishes may combine for the purpose of establishing a school which shall be common to all of them, and maintained to a certain extent by each. Such New schools will be termed 'Combined National Schools.'

Duties of
the Board
local.

20. It will be observed that the powers conferred upon the Board are purely local. Their duties are confined to seeing that every district is supplied with an adequate number of schools; that these schools are efficiently maintained; and that the teacher does his duty.

Duties of
the Com-
mittee of
Council.

We do not propose that the jurisdiction of the Committee of Council shall be interfered with. The Committee will continue to administer the Parliamentary grant; and to conduct the business of inspection.

21. We propose, however—

Things
common to
all National
schools.
ff

- (1.) That every Parochial, Adopted, or New school, shall be visited by an Inspector, once every year.
- (2.) That any Inspector, whatever his religious denomination, may enter and inspect any school to which he may be sent; but he shall not examine in religious knowledge unless requested so to do by a majority of the managers.
- (3.) That duplicate copies of the Inspectors' reports shall be transmitted to the Board of Education.
- (4.) That none, except National schools, shall share in the Parliamentary grant.
- (5.) That every National school shall be open to scholars of all denominations; but that it shall be declared, by Statute, that any scholar may be withdrawn from any instruction to which his parents may, on religious grounds, object.¹

¹ *Ante*, pp. xxx, xxxi.

- (6.) That all National schools shall be subject to the Revised Code, modified as we have suggested; and in particular, that Article 4 of the Revised Code should not be applied in Scotland.

22. The Parochial and Adopted schools will continue to be managed as at present, but will be subject to inspection, and under the control of the Board.

It may be necessary to explain the reasons, which have induced us to recommend, that the management of the schools, adopted by the Board, should be untouched. These schools are chiefly denominational, and are supported to a large extent by voluntary subscribers. Throughout Scotland there are about 1500 schools, chiefly denominational, deriving aid from the Parliamentary grant, and the sum of money annually contributed toward their maintenance by voluntary subscribers amounts to £42,077.¹ These 1500 schools are but a fraction of the whole number of schools in Scotland, chiefly supported by the same means. It is, obviously, a matter of extreme importance, that in framing any general system of Education nothing should be done to discourage private liberality, or to dry up the sources, from which funds so considerable are derived. One motive, which may induce these voluntary subscribers to contribute, is, in order that persons of the same denomination with themselves should be managers of the school. But, if anything should occur to put an end to the denominational management, the voluntary subscribers, who are almost all denominational, would cease to contribute, and the funds would have to be drawn from some other quarter. The reason, therefore, why we propose to leave the management of these Adopted schools untouched, is, in order to maintain them at the least expense to the general public. In every case of an Adopted school, the managers will continue to elect the master and to superintend the instruction. The school will be open to all; the Board will have power to see that the master is efficient, and to insist that the school buildings are kept in thorough repair, and that, at the cost of the managing committee. Moreover, these schools will be subject to the Revised Code, and entitled to claim their share in the Parliamentary grant. But they will not be entitled to share in any local rate, which may be raised for educational or other purposes. This

¹ Committee of Council Report, 1865-66.

is the price which the managers and subscribers will pay for being allowed to retain the superintendence in their own hands.

Privilege of adoption should be restricted.

23. We are of opinion, however, that the privilege of being adopted ought to be strictly confined to the Denominational schools, which may happen to be in existence within two years after passing of the Act; and that no school should be adopted unless it shall be considered necessary for the district, and unless it shall be efficient as regards teaching, and satisfactory as regards the buildings. We are of opinion, that the denominational system in Scotland is unnecessary; and that, although it would be extravagant, even if it were possible, to throw aside existing Denominational schools, still it is essential that no Denominational school shall, for the future, be erected by the aid of the Treasury, or, after a fixed time, adopted into the National system.

Committee of Council to be guided by the Board.

24. We have shown, in the chapter on the Privy Council system, that the Committee of Council has in some cases been induced to aid in the erection of schools, which were not really required, and some of which have since been abandoned. One of the most important duties, therefore, of the Board, will be to determine where schools are required; and by their advice the Committee of Council will be guided in distributing aid from the Parliamentary grant.

New Schools.

25. In regard to the establishment of New schools, we propose that the Board shall have power to determine that in any rural Parish or Burgh it is necessary a school should be established, subject to the following regulations:—

Mode of establishing them in rural parishes.

26. When the resolution that such New school is required and ought to be established in a rural parish has been passed by the Board, they shall direct it to be intimated to the Sheriff of the county, within which the New school is to be placed. The Board shall also fix the number of members of which the managing School Committee is to be composed. This School Committee is to be elected, one-half by the ratepayers, being proprietors of land, and the other half by the ratepayers, being occupiers within the parish. But the Board of Education may, if they think fit, divide the proprietors into two classes—those having a rental of £100 and more, and those having a rental under that sum, and assign to each class such proportion of members as they think fit. The whole number so assigned to both classes of proprietors,

however, must never exceed the half of the School Committee; and the valuation-roll is to be the standard of value.

27. In rural parishes the Sheriff on receiving the resolution of the Board shall take the necessary steps for completing the election; and the Committee so elected shall determine whether the resolution of the Board is to be carried into effect. If two-thirds of the Committee refuse to concur in the resolution, the school is not to be established; otherwise the Committee are to proceed to establish the school, and shall have power to lay on an assessment on the classes represented, for the erection and support of the school. The School Committee shall, subject to the general regulations of the Board, have power to purchase ground, erect the buildings, elect the teacher, fix his salary, and determine the subjects of instruction, and the rate of fees.

28. If the resolution be rejected, it may be renewed by the Board in twelve months—and if such resolution be rejected twice, the Board may, by a vote of a majority of two-thirds of their number, direct the school to be established as if the School Committee had consented.

29. In the case of Burghs the resolution of the Board will be intimated to the chief magistrate; the members of the School Committee will be nominated by the Town Council, and proceedings will then take place similar to those described in the case of rural parishes. Such is the mode of establishing New National schools. New schools in Burghs.

30. We also propose that any Parochial or Adopted school may be brought under the class last described. In the case of a Parochial school this may be done by a vote of two-thirds of the votes represented at a meeting of the Heritors and Minister duly called for this purpose; provided, however, such resolution be repeated at a second meeting called at the expiration of a year from the date of the first meeting, and the Board sanction the resolution, and a school Committee, elected as above, agree to take over the school. In the case of an Adopted school, there will be similar proceedings. After being converted into new National schools, the management will be in the hands of a School Committee. Mode of converting a Parochial school into a New National school.

31. We now come to the provisions with respect to the teachers; and the object which we have had in view has been that they shall Teachers.

be competent to perform their duty, and diligent in its performance.

Two
classes.

32. It is to be observed that, at the time when the Board is instituted, teachers will be of two classes :—

(1.) Teachers holding office.

For those who hold office in Parochial schools, special provision must be made, and we have already explained generally the amendments which we propose in the existing law in order to facilitate the removal of those who are inefficient.

With respect to the teachers in other schools, there is no difficulty, because no school will be adopted, unless the schoolmaster holds a certificate of competency.

(2.) Teachers appointed after the institution of the Board.

In such cases the Parochial schoolmasters will no longer hold office *ad vitam aut culpam*, but upon a temporary tenure ; and other schoolmasters will hold office upon such terms as may be agreed upon between the managers or School Committee and the schoolmaster.

All teachers
must hold
certificates
of com-
petency.

33. With the exception of the Parochial teachers who may be in office when the Board is instituted, and who have been dealt with separately, all other teachers must hold certificates of competency. These certificates will be granted either by the Committee of Council, or by the University Examiners. There are many conveniences in the double authority to grant such certificates. The Committee of Council will probably continue to examine all schoolmistresses ; but, for male teachers, a common standard will be fixed by the Board and the Committee of Council, to which the University Examiners will have to conform. At present, every Parochial teacher upon appointment must be examined by the University Examiners. But the appointment takes place before the examination. This is an inconvenience ;¹ which we propose to remedy by providing that every *candidate* for the office of teacher shall hold a certificate.

Power of
Board to
suspend or
withdraw
certificate.

34. The Board must also have power to suspend or withdraw any certificate of competency, upon certain conditions. They must, therefore, have power to institute an inquiry into the conduct of any person holding a certificate. If, upon inquiry, they shall find that the holder of such certificate has been guilty of

¹ Messrs. Maxwell and Sellar, p. 43.

immoral conduct, or of cruel and improper treatment of the scholars under his charge, or that he is disqualified, because of infirmity or old age, for the due performance of his duties, or that, from negligence or inattention, or incapacity of mind or body, he has failed efficiently to discharge his duties, they will be entitled to suspend the certificate for a period, or to withdraw it altogether.

35. By these means—by improving the Parochial schools, by adopting and making thoroughly efficient the schools already in existence, ^{Effect plan.} and by adding New schools wherever they are required—we believe that a system of National schools may be established in Scotland, which shall be the means of supplying efficient instruction to the whole community.

36. We have already estimated the cost of supplying the requisite number of efficient schools in Scotland, and the mode in ^{Cost and mode of defraying it.} which it ought to be defrayed; it seems unnecessary, therefore, to say anything further on this subject, except to state the conclusion, which was, 'That in Scotland the required number of efficient schools and efficient teachers may be supplied by a maximum rate of 2d. in the pound on the annual valuation in the rural districts and in most of the towns, and by a maximum rate of 2½d. in the Hebrides, in Glasgow, and in a few of the largest towns in the country.'¹

37. In order the more clearly and conveniently to exhibit the Bill. general features of the plan which we here propose; and the changes and additions required in the existing law, we have had a draft bill prepared, which will be found in the Appendix.

38. We have to express our opinion generally, that it is desirable ^{Factory Acts.} to extend the Factory Acts to branches of industry other than those to which they at present are limited, and that means should be adopted for securing more effectually the observance of the spirit of the law on this subject. We avoid making detailed proposals in regard to it, as it is one which must be provided for by legislation applicable to the United Kingdom.

39. Our present Report is confined to the subject of Elementary ^{Report confined to Elementary schools.} Schools. We have not made any recommendations specially adapted to Infant schools, Evening schools, or Female schools, although we have drawn attention to some of the evidence on these institutions. Burgh Schools and Middle Class Schools are still under our con-

¹ P. clxxii.

sideration, and we have appointed two Assistant Commissioners, who are at present engaged in examining them, for the purpose of enabling them to report fully upon their condition. We have also collected a considerable amount of evidence with respect to Normal, Industrial, and Reformatory Schools, but we reserve these topics for our final Report.

All which we have the honour to submit to the consideration of your Majesty.

ARGYLL.

BELHAVEN, ETC. (1).

POLWARTH. (2)

DUNFERMLINE.

CHARLES BAILLIE.

JAMES FERGUSSON.

J. MONCREIFF.

JAS. CRAUFURD.

DAVID MURE.

ARCHD. DAVIDSON.

A. C. STIRLING MURRAY DUNLOP.

A. BLACK.

ALEX. S. COOK. (3)

JAMES MITCHELL.

JOHN RAMSAY.

DAVID SMITH.

JOHN TAIT.

J. BROWN.

PATRICK CUMIN, *Secretary.*

(1) I agree generally in the terms and recommendations of the Report. I object, however, decidedly to the constitution of the proposed Board.

BELHAVEN, ETC.

(2) I subscribe the Report as approving of the recommendations thereof, with the exceptions—*first*, of No. 4 of No. 21, and of the latter part of No. 2 of the same (No. 21); *second*, of the proposed constitution of the Board, No. 18; *third*, of No. 30, as objectionable in itself, and as not consistent with No. 9; and, *fourth*, of No. 8, as implying an undeserved censure. I further reserve to myself full expression of my opinions in Parliament in relation to the subject of the Report.

POLWARTH.

(3) I dissent from the 23d recommendation in Chapter VIII. of the Report, in so far as it proposes to limit the time within which denominational schools may be adopted into the National System, and from the reasoning on which that part of the recommendation proceeds; and I dissent also from the 30th recommendation, in so far as it proposes to confer a power upon the local managers, subject to certain conditions, of converting a Parochial School into a New National School.

ALEX. S. COOK.

APPENDIX.

TABLES compiled from the STATISTICS relative to SCHOOLS IN SCOTLAND, collected by the Registrars of Births, Deaths, and Marriages, under instructions from Her Majesty's Commissioners, appointed to inquire into the Schools in Scotland.

GENERAL RESULT.

Population of Parishes and Districts from which Returns have been received, ...	2,050,024
Population of GLASGOW examined by Assistant Commissioners, ...	395,503
Population from which NO Returns have been received, 616,767	1,012,270
Total Population of Scotland,	3,062,294

List of Parishes and Districts from which *no Returns have been received.*

COUNTY.	Parish or District.	Population.	Children from 5 to 15 attending School (as given in the Census Tables of 1861).	Ratio to Population, 1 in
ABERDEEN, .	Aberdeen, ...	75,198	11,954	6·2
AYR, . . .	Irvine, ...	8,607	1,202	7·1
	Kilmarnock, ...	23,556	3,251	7·2
DUMFRIES, .	Dumfries, ...	13,523	2,025	6·6
EDINBURGH, .	Dalkeith, ...	7,114	1,255	5·6
	Portobello, ...	4,366	634	6·8
	Edinburgh, ...	170,444	25,093	6·7
	Inveresk and Musselburgh, ...	9,518	1,588	5·9
	Leith, ...	36,029	5,662	6·3
FIFE, . . .	St. Andrews, ...	7,605	1,423	5·3
FORFAR, . .	Dundee, ...	91,664	11,519	7·9
INVERNESS, .	Inverness, ...	16,162	2,596	6·2
	Kingussie and Insh, ...	2,033	350	5·8
	St. Kilda, ...	78	9	8·6
LANARK, . .	Glasgow, ...	395,503	45,166	8·7
	Old Monkland, Middle District, ...	15,303	2,235	6·8
LINLITHGOW, .	Linlithgow, ...	5,784	918	6·3
PERTH, . . .	Perth, ...	26,094	4,078	6·3
RENFREW, . .	Abbey (exclusive of Johnstone District), ...	21,559	2,772	7·7
	Greenock, ...	43,894	5,789	7·5
	Paisley, ...	31,538	3,969	7·9
WIGTOWN, . .	Penninghame, ...	4,061	674	6·0
	Wigtown, ...	2,637	465	5·6
	TOTAL,	1,012,270	134,627	7·5

TABLE I.—ABSTRACT.

TABLE showing the NUMBER OF SCHOLARS IN EACH COUNTY in Scotland, with the Proportion to the Population as at the Census of 1861.

COUNTY.	Population. See Note below.	Number of Scholars on Roll.	Ratio to Population 1 in	Number of Scholars in Attendance.	Ratio to Population 1 in
†ABERDEEN, . . .	148,146	23,786	6·2	20,655	7·1
ARGYLL, . . .	83,859	12,934	6·4	10,252	8·1
†AYR, . . .	166,900	24,753	6·7	19,278	8·6
BANFF, . . .	56,020	9,288	6·0	8,016	6·9
BERWICK, . . .	36,488	6,342	5·7	5,423	6·7
BUTE, . . .	16,331	2,396	6·8	2,066	7·9
CAITHNESS, . . .	42,200	5,593	7·5	4,398	9·5
CLACKMANNAN, . . .	20,122	3,385	5·9	2,916	6·9
DUMBARTON, . . .	54,179	6,926	7·8	5,632	9·6
†DUMFRIES, . . .	62,381	10,693	5·8	9,142	6·8
†EDINBURGH, . . .	46,622	7,399	6·3	6,088	7·6
ELGIN, . . .	44,218	7,117	6·2	6,001	7·3
†FIFE, . . .	147,416	24,905	5·9	20,563	7·1
†FORFAR, . . .	115,086	19,099	6·0	16,507	6·9
HADDINGTON, . . .	37,626	6,049	6·2	5,074	7·4
†INVERNESS, . . .	66,629	9,251	7·2	6,845	9·7
KINCARDINE, . . .	34,854	5,329	6·5	4,535	7·6
KINROSS, . . .	8,731	1,256	6·9	1,120	7·7
KIRKCUDBRIGHT, . . .	42,495	7,284	5·8	6,116	6·9
†LANARK, . . .	229,638	32,547	7·0	25,617	8·9
†LINLITHGOW, . . .	33,261	5,655	5·8	4,350	7·6
NAIRN, . . .	8,347	1,177	7·0	1,016	8·2
ORKNEY, . . .	32,395	4,501	7·1	3,700	8·7
SHETLAND, . . .	31,670	2,223	14·2	1,756	18·0
PEEBLES, . . .	11,300	1,811	6·2	1,565	7·2
†PERTH, . . .	107,104	16,454	6·5	13,977	7·6
†RENFREW, . . .	71,755	9,467	7·5	7,265	9·8
ROSS & CROMARTY, . . .	82,427	12,142	6·7	9,752	8·4
ROXBURGH, . . .	53,722	8,100	6·6	7,039	7·6
SELKIRK, . . .	10,410	1,908	5·4	1,685	6·1
STIRLING, . . .	88,138	14,081	6·2	11,569	7·6
SUTHERLAND, . . .	24,157	3,629	6·6	2,784	8·6
†WIGTOWN, . . .	35,397	5,315	6·6	4,387	8·0
TOTAL, . . .	2,050,024	312,795	6·5	257,089	7·9

N.B.—The population of the several Parishes and Districts from which no Returns by the Registrars have been received is deducted from the total population of the Counties in which such Parishes and Districts are situated—the Counties in question being indicated in the above Abstract by †. The figures in the Abstract thus apply to the actual population from which Returns have been received.

A List of the Parishes and Districts from which there are no Returns, with their respective populations, is prefixed (*see page 1*), along with the number of Children from five to fifteen years of age attending School, as published in the Census Tables of 1861.

TABLE I.—ABSTRACT FOR INSULAR DISTRICTS.

COUNTY.	Population.	No. of Scholars on Roll.	Ratio to Population, 1 in	No. of Scholars in Actual Attendance	Ratio to Population, 1 in
ARGYLL, . . .	23,613	3,631	6·5	2,792	8·4
BUTE, . . .	16,331	2,396	6·8	2,066	7·9
INVERNESS, . . .	35,590	5,107	6·9	3,485	10·2
ORKNEY, . . .	32,395	4,501	7·1	3,700	8·7
SHETLAND, . . .	31,670	2,223	14·2	1,756	18·0
ROSS AND CROMARTY,	21,056	3,332	6·3	2,647	7·9
TOTAL,	160,655	21,190	7·5	16,446	9·7

I.—TABLE showing the NUMBER OF SCHOLARS IN EACH PARISH (or Registration District) in Scotland, with the Proportion to the Population as at the Census of 1861.

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
ABERDEEN, ...	Aberdeen—		No	Return.		
	(1.) St. Nicholas, .	41,962				
	(2.) Old Machar, ..	31,938				
	(3.) Do. (Landward), ...	1,298				
	Aberdour, ...	1,837	310	5·9	277	6·6
	Aboyne, ...	1,160	167	6·9	149	7·7
	Alford, ...	1,264	155	8·1	129	9·7
	Auchindoir, ...	1,593	272	5·8	232	6·8
	Auchterless, ...	2,010	405	4·9	358	5·6
	Belhelvie, ...	1,807	295	6·1	247	7·3
	Birse, ...	1,284	254	5·0	229	5·6
	Bourtie, ...	547	41	13·3	39	14·0
	Cabrach, ...	794	91	8·7	78	10·1
	Cairney, ...	1,490	189	7·8	161	9·2
	Chapel of Garioch, ...	2,023	264	7·6	224	9·0
	Clatt, ...	511	77	6·6	61	8·3
	Cluny, ...	1,254	213	5·8	181	6·9
	Coull, ...	792	48	16·5	47	16·8
	Crathie and Braemar, ..	1,574	314	5·0	260	6·0
	Crimond, ...	892	118	7·5	99	9·0
	Cruden, ...	2,743	438	6·2	370	7·4
	Culsamond, ...	1,165	181	6·4	167	6·9
	Daviot, ...	614	93	6·6	82	7·4
	Drumblade, ...	926	76	12·1	68	13·6
	Drumoak, ...	996	145	6·8	141	7·0
	Dyce, ...	585	67	8·7	61	9·5
	Echt, ...	1,287	222	5·7	200	6·4
	Ellon, ...	3,239	397	8·1	371	8·7
	Fintray, ...	1,003	145	6·9	143	7·0
	Forgue, ...	2,686	381	7·0	324	8·2
	Foveran, ...	1,891	320	5·9	288	6·5
	Fraserburgh, ...	4,511	923	4·8	739	6·1
	Fyvie, ...	c. 3,264	550	5·9	466	7·0
	Gartly, ...	1,029	131	7·8	127	8·1
	Glass, ...	1,049	118	8·8	112	9·3
	Glenbucket, ...	552	105	5·2	97	5·6
	Glenmuick, Tullich, and Glengairn, ...	1,668	283	5·8	233	7·1
	Huntly, ...	4,329	841	5·1	744	5·8
	Insch, ...	1,565	380	4·1	330	4·7
	Inverury, ...	2,668	588	4·5	502	5·3
	Keig, ...	811	95	8·5	80	10·1
	Keith-hall, ...	933	114	8·1	106	8·8
	Kemnay, ...	832	130	6·4	116	7·1
	Kildrummy, ...	590	80	7·3	74	7·9
	Kincardine O'Neil, ...	2,186	404	5·4	359	6·0
	King Edward, ...	2,843	397	7·1	346	8·2
	Kinnellar, ...	691	174	3·9	148	4·6
	Kinnethmont, ...	1,187	135	8·7	127	9·3
	Kintore, ...	1,895	311	6·0	280	6·7
	Leochel-Cushnie, ...	1,173	241	4·8	194	6·0
	Leslie, ...	577	71	8·1	66	8·7
	Logie-Buchan, ...	762	114	6·6	102	7·4

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
ABERDEEN— <i>Con.</i>	Logie-Coldstone,.....	932	116	8·0	99	9·4
	Longside, ...	3,008	494	6·0	418	7·1
	Lonmay, ...	2,142	495	4·3	438	4·8
	Lumphanan, ...	1,251	134	9·3	117	10·6
	Methlic, ...	2,157	395	5·4	353	6·1
	Midmar, ...	1,091	156	6·9	121	9·0
	Millbren, ...	c. 1,295	231	5·6	214	6·0
	Monquhitter, ...	c. 2,365	384	6·1	340	6·9
	Monymusk, ...	988	172	5·7	155	6·3
	New Deer, ...	3,736	646	5·7	581	6·4
	Newhills,.....	3,463	390	8·8	329	10·5
	New Machar, ...	1,556	272	5·7	223	6·9
	New Pitsligo, ...	2,609	558	4·6	466	5·5
	Old Deer, ...	4,392	754	5·8	624	7·0
	Old Meldrum, ...	2,343	437	5·3	382	6·1
	Oyne, ...	1,127	91	12·3	79	14·2
	Peterculter,.....	1,410	150	9·4	131	10·7
	Peterhead, ...	9,796	1374	7·1	1252	7·8
	Pitsligo, ...	1,890	332	5·6	248	7·6
	Premnay, ...	916	121	7·5	97	9·4
	Rathen, ...	2,554	351	7·2	269	9·4
	Rayne, ...	1,514	218	6·9	188	8·0
	Rhynie, ...	1,061	282	3·7	253	4·1
	Savoch, ...	2,061	227	9·0	211	9·7
	Skene, ...	1,831	320	5·7	283	6·4
	Slains, ...	1,266	191	6·6	163	7·7
	Strathdon, ...	1,459	286	5·1	255	5·7
	Strichen, ...	2,409	388	6·2	331	7·2
	Tarland, ...	1,246	207	6·0	187	6·6
	Tarves, ...	2,377	324	7·3	291	8·1
	Tough,.....	874	109	8·0	102	8·5
	Towie, ...	839	166	5·0	142	5·9
	Tullynessle & Forbes,	957	124	7·7	114	8·3
	Turriff, ...	3,693	702	5·2	621	5·9
	Tyrie, ...	833	110	7·5	65	12·8
	Udny, ...	1,623	216	7·5	179	9·0
ARGYLL, ...	Ardochattan, ...	1,381	179	7·7	149	9·2
	Ardnamurchan—					
	(1.) Aharacle,.....	1,544	183	8·4	116	13·3
	(2.) Arisaig, ...	1,343	130	10·3	98	13·7
	(3.) Sunart (or Strontian),...	759	132	5·7	118	6·4
	(4.) Western Ardnamurchan,	1,054	177	5·9	143	7·3
	Ballachulish and Corran of Ardgour, ...	919	135	6·8	113	8·1
	Campbeltown,.....	8,149	1464	5·5	1091	7·4
	Craignish, ...	618	88	7·0	74	8·3
	Cumlodden,.....	1,033	95	10·8	85	12·1
	Dunoon and Kilmun,	5,461	813	6·7	667	8·1
	Glassary, ...	1,769	146	12·1	122	14·5
	Glenorchy & Inishail.	1,307	192	6·8	180	7·2
	Inveraray, ...	1,650	282	5·8	241	6·8
	Inverchaolain,.....	424	44	9·6	44	9·6
	Kilbrandon and Kilchattan, ...	2,053	226	11·0	152	16·4
	Kilcalmonell, etc.—					
	(1.) Kilcalmonell,	742	112	6·6	98	7·5

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
ARGYLL— <i>Contd.</i>	(2.) Kilberry, ...	583	46	12·6	38	15·3
	Kilchrenan, etc.—					
	(1.) Kilchrenan, ...	385	50	7·7	47	8·1
	(2.) Dalavich, ...	230	33	6·9	32	7·1
	Kilfinan, ...	1,891	298	6·3	201	9·4
	Killeen & Kilchenzie, ...	1,890	342	5·5	292	6·4
	Kilmallie, ...	3,353	572	5·8	478	7·0
	Kilmartin, ...	949	194	4·8	133	7·1
	Kilmodan, ...	433	61	7·0	40	10·8
	Kilmore and Kilbride, ...	2,962	432	6·8	350	8·4
	Kilninver, etc.—					
	(1.) Kilninver, ...	314	10	31·4	9	34·8
	(2.) Kilmelford, ...	486	99	4·9	77	6·3
	Lisimore, etc.—					
	(1.) Lisimore, ...	1,023	178	5·7	137	7·4
	(2.) Appin, ...	825	145	5·6	127	6·4
	(3.) Glencoe and Ballachulish, ...	1,324	357	3·7	287	4·6
	(4.) Duror, ...	423	56	7·5	50	8·4
	Lochgilphead, ...	3,312	653	5·0	515	6·4
	Lochgoilhead and Kilmorich—					
	(1.) Lochgoilhead, ...	418	63	6·6	54	7·7
	(2.) Kilmorich, ...	284	47	6·0	37	7·6
	Morvern, ...	1,226	139	8·8	86	14·2
	Muckairn, ...	729	125	5·8	118	6·1
	North Knapdale, ...	1,327	222	5·9	199	6·6
	Saddell, etc.—					
	(1.) Saddell, ...	739	118	6·2	107	6·9
	(2.) Skipness, ...	533	62	8·5	53	10·0
	Southend, ...	1,214	182	6·6	157	7·7
	South Knapdale, ...	654	88	7·4	67	9·7
	Stralachlan, etc.—					
	(1.) Stralachlan, ...	309	21	14·7	20	15·4
	(2.) Strachur, ...	563	111	5·0	96	5·8
	Tarbert, ...	1,661	201	8·2	162	10·2
	Insular.					
	Bowmore (or Killarow), ...	2,701	470	5·7	365	7·4
	Gigha, ...	467	70	6·6	39	11·9
	Iona, ...	743	155	4·7	110	6·7
	Jura, etc.—					
	(1.) Jura, ...	858	148	5·7	124	6·9
	(2.) Colonsay, ...	598	81	7·3	68	8·7
	Kilchoman, ...	2,377	311	7·6	258	9·2
	Kildalton, ...	2,187	430	5·0	337	6·4
	Kilfinichen and Kilviekeon, ...	1,792	319	5·6	260	6·8
	Kilmeny, ...	1,268	113	11·2	94	13·4
	Kilninian & Kilmore, ...	1,641	220	7·4	115	14·2
	Kinlochapelvie, ...	428	50	8·5	45	9·5
	Oa, ...	769	70	10·9	62	12·4
	Portnahaven, ...	1,059	203	5·2	184	5·7
	Salen, ...	604	140	4·3	114	5·2
	Tobermory, ...	1,566	315	4·9	213	7·3
	Torosay, ...	557	59	9·4	53	10·5
	Tyree, etc.—					
	(1.) Tyree, ...	3,217	416	7·7	299	10·7
	(2.) Coll, ...	781	61	12·8	52	15·0

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
AYR, ...	Ardrossan,—					
	(1.) Old Ardrossan,	3,530	337	10·4	271	13·0
	(2.) New Ardrossan.	3,246	576	5·6	483	6·7
	Auchinleck	4,213	804	5·2	620	6·7
	Ayr, ...	19,659	2,797	7·0	2,238	8·7
	Ballantrae, ...	1,483	205	7·2	171	8·6
	Barr, ...	910	133	6·8	120	7·5
	Beith, ...	5,775	865	6·6	638	9·0
	Colmonell, ...	2,588	384	6·7	325	7·9
	Coylton, ...	1,604	212	7·5	189	8·4
	Craigie, ...	730	35	20·8	26	28·0
	Dailly, ...	2,050	356	5·7	300	6·8
	Dalmellington, ...	4,194	852	4·9	699	6·0
	Dalry, ...	11,156	2,108	5·2	1,446	7·7
	Dalrymple, ...	1,325	112	11·8	103	12·8
	Dreghorn, ...	3,283	485	6·7	408	8·0
	Dundonald, ...	4,694	683	6·8	528	8·8
	Dunlop, ...	1,038	145	7·1	125	8·3
	Fenwick, ...	1,532	201	7·6	188	8·1
	Galston, ...	5,254	594	8·8	458	11·4
	Girvan, ...	7,053	986	7·1	776	9·0
	Irvine, ...	8,607	No	Return.		
	Kilbirnie, ...	5,265	863	6·1	643	8·1
	Kilmarnock, ...	23,556	No	Return.		
	Kilmaurs, ...	3,526	308	11·4	253	13·9
	Kilwinning, ...	7,717	1,172	6·5	890	8·6
	Kirkmichael, ...	2,823	367	7·6	271	10·4
	Kirkoswald, ...	2,060	256	8·0	177	11·6
	Largs, ...	3,620	648	5·5	562	6·4
	Loudoun, ...	4,840	601	8·0	514	9·4
	Mauchline, ...	2,303	335	6·8	295	7·8
	Maybole, ...	6,713	845	7·9	620	10·8
	Monkton and Prestwick, ...	1,937	264	7·3	218	8·8
	Muirkirk, ...	3,270	561	5·8	408	8·0
	New Cumnock, ...	2,891	383	7·5	332	8·7
	Ochiltree, ...	1,676	268	6·2	245	6·8
	Old Cumnock, ...	3,721	521	7·1	405	9·1
	Riccarton, ...	5,629	951	5·9	750	7·5
	St. Quivox and Newton-upon-Ayr, ...	1,870	283	6·6	203	9·2
	Sorn, ...	4,042	588	6·8	472	8·5
	Stair, ...	743	93	7·9	84	8·8
	Stevenston, ...	5,452	1,038	5·2	725	7·5
	Stewarton, ...	4,449	492	9·0	412	10·7
	Straiton, ...	1,544	250	6·1	180	8·5
	Symington, ...	855	145	5·8	129	6·6
	Tarbolton, ...	2,669	375	7·1	132	20·2
	West Kilbride, ...	1,968	276	7·1	246	8·0
BANFF, ...	Aberlour, ...	1,665	161	10·3	133	12·5
	Alvah, ...	1,467	112	13·0	108	13·5
	Banff—					
	(1.) Burgh, ...	6,791	1,591	4·2	1,364	4·9
	(2.) Landward, ...	949	110	8·6	101	9·3
	Botriphnie, ...	867	75	11·5	68	12·7
	Boyndie, ...	1,711	278	6·1	227	7·5
	Cullen, ...	1,821	484	3·7	400	4·5
	Deskford, ...	1,081	169	6·1	157	6·5

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	No. OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
BANFF—Contd.	Enzie, ...	2,072	291	7·1	258	8·0
	Fordyce, ...	4,145	539	7·6	469	8·8
	Forglen, ...	783	120	6·5	113	6·9
	Gamrie, ...	3,019	544	5·5	462	6·5
	Grange, ...	1,909	226	8·4	194	9·8
	Inveravon—					
	(1.) Inveravon, ...	868	132	6·5	127	6·8
	(2.) Auchbreck, ...	1,771	230	7·7	216	8·1
	Inverkeithny, ...	880	228	3·8	183	4·8
	Keith, ...	5,943	912	6·5	844	7·0
	Kirkmichael—					
	(1.) Kirkmichael, ...	551	24	22·9	20	27·5
	(2.) Tomintoul, ...	960	339	2·8	244	3·9
	Marnoch, ...	3,289	702	4·6	628	5·2
	Mortlach, ...	3,095	374	8·2	328	9·4
	Ordiquhill, ...	764	170	4·4	156	4·8
	Rathven, ...	4,922	860	5·7	673	7·3
	Rothiemay, ...	1,414	221	6·3	199	7·1
	St. Fergus, ...	1,608	254	6·3	229	7·0
	Seafield, ...	1,725	142	12·1	115	15·0
BERWICK.....	Abbey St. Bathans, ...	179	56	3·1	50	3·5
	Ayton, ...	2,014	373	5·3	319	6·3
	Bunkle and Preston, ...	756	116	6·5	99	7·6
	Channelkirk, ...	671	141	4·7	101	6·6
	Chirnside, ...	1,502	242	6·2	202	7·4
	Cockburnspath, ...	1,194	131	9·1	113	10·5
	Coldingham, ...	3,241	529	6·1	440	7·3
	Coldstream, ...	2,823	495	5·7	436	6·4
	Cranshaws, ...	134	50	2·6	38	3·5
	Dunse, ...	3,595	642	5·5	552	6·5
	Earlston, ...	1,825	422	4·3	340	5·3
	Eccles, ...	1,861	340	5·4	304	6·1
	Edrom, ...	1,592	226	7·0	198	8·0
	Eyemouth, ...	1,804	488	3·6	397	4·5
	Fogo, ...	559	70	7·9	65	8·6
	Foulden, ...	431	64	6·7	59	7·3
	Gordon, ...	931	157	5·9	143	6·5
	Greenlaw, ...	1,370	248	5·5	209	6·5
	Hume, ...	420	46	9·1	40	10·5
	Hutton, ...	1,067	201	5·3	175	6·0
	Ladykirk, ...	564	52	10·8	50	11·2
	Langton, ...	502	62	8·0	51	9·8
	Lauder, ...	2,198	367	5·9	313	7·0
	Legerwood, ...	599	57	10·5	54	11·0
	Longformacus, ...	448	62	7·2	59	7·5
	Merton, ...	729	90	8·1	76	9·5
	Mordington, ...	377	66	5·7	60	6·2
	Nenthorn, ...	461	72	6·4	61	7·5
	Polwarth, ...	251	49	5·1	48	5·2
	Swinton, ...	964	185	5·2	166	5·8
	Westruther, ...	786	145	5·4	113	6·9
	Whitsome, ...	640	98	6·5	92	6·9
BUTE, ...	Cumraes, ...	1,256	183	6·8	146	8·6
	Kilbride, ...	2,253	385	5·8	336	6·7
	Kilmory, ...	2,515	392	6·4	344	7·3

COUNTY:	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
BUTE— <i>Contd.</i>	Kingarth, ...	905	114	7·9	105	8·6
	Lochranza, ...	824	176	4·6	169	4·8
	North Bute, ...	1,351	154	8·7	124	10·8
	Rothsay, ...	7,227	992	7·2	842	8·5
CAITHNESS, ...	Bower, ...	1,746	291	6·0	260	6·7
	Canisbay, ...	2,730	358	7·6	315	8·6
	Dunnet, ...	1,861	308	6·0	251	7·4
	Halkirk, ...	2,864	349	8·2	247	11·5
	Latheron, ...	8,571	1119	7·6	792	10·8
	Olrig, ...	2,059	349	5·8	308	6·6
	Reay, ...	2,476	408	6·0	229	10·8
	Thurso, ...	5,561	661	8·4	511	10·8
	Watten, ...	1,491	162	9·2	139	10·7
	Wick, ...	12,841	1588	8·0	1346	9·5
CLACKMANNAN,	Alloa, ...	8,867	1486	5·9	1305	6·7
	Clackmannan, ...	4,425	560	7·9	458	9·6
	Dollar, ...	1,776	760	2·3	660	2·6
	Tillicoultry, ...	5,054	579	8·7	493	10·2
DUMBARTON, ...	Arrochar, ...	629	71	8·8	65	9·6
	Bonhill, ...	9,059	1115	8·1	978	9·2
	Cardross, ...	4,168	506	8·2	384	10·8
	Cumbernauld, ...	3,513	451	7·7	374	9·3
	Dumbarton, ...	8,268	1130	7·3	907	9·1
	Kilmaronock, ...	1,085	166	6·5	112	9·6
	Kirkintilloch, ...	8,179	842	9·7	625	13·0
	Luss, ...	813	131	6·3	107	7·7
	New, or East, Kilpatrick, ...	4,910	652	7·5	514	9·5
	Old, or West, Kilpatrick, ...	5,577	597	9·3	493	11·3
	Roseneath, ...	1,626	173	9·3	134	12·1
	Row, ...	6,334	1092	5·8	939	6·7
DUMFRIES, ...	Annan, ...	5,113	959	5·3	687	7·4
	Applegarth, ...	935	131	7·1	120	7·7
	Brydekirk, ...	779	126	6·1	104	7·4
	Canonbie, ...	3,219	454	7·3	380	8·4
	Carlaverock, ...	1,248	235	5·3	194	6·4
	Closeburn, ...	1,651	322	5·1	279	5·9
	Cummertrees, ...	1,184	195	6·0	149	7·9
	Dalton, ...	679	97	7·0	81	8·3
	Dornock, ...	856	143	5·9	121	7·0
	Dryfesdale, ...	2,509	451	5·5	384	6·5
	Dumfries, ...	13,523	No Return.			
	Dunscore, ...	1,554	299	5·1	262	5·9
	Durrisdeer, ...	1,320	178	7·4	157	8·4
	Eskdalemuir, ...	590	81	7·2	80	7·3
	Ewes, ...	356	30	11·8	29	12·2
	Glencairn, ...	1,867	248	7·5	212	8·8
	Graitney (or Gretna), ...	1,620	278	5·8	238	6·8
	Hallinorton, ...	713	103	6·9	97	7·3
	Hoddam, ...	1,568	277	5·6	245	6·4

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
DUMFRIES— <i>Con.</i>	Holywood, ...	1,115	102	10·9	91	12·2
	Hutton, ...	876	158	5·5	151	5·8
	Johnstone, ...	1,149	203	5·6	194	5·9
	Keir, ...	849	115	7·3	82	10·3
	Kirkconnel, ...	996	113	8·8	102	9·7
	Kirkmahoe, ...	1,462	285	5·1	256	5·7
	Kirkmichael, ...	1,026	121	8·4	115	8·9
	Kirkpatrick-Fleming, ...	1,925	337	5·7	282	6·8
	Kirkpatrick-Juxta, ...	1,025	194	5·2	172	5·9
	Langholm, ...	2,979	600	4·9	496	6·0
	Lochmaben, ...	3,087	614	5·0	556	5·5
	Middlebie, ...	2,004	275	7·2	209	9·5
	Moffat, ...	2,232	433	5·1	409	5·4
	Morton, ...	2,253	481	4·6	424	5·3
	Mousewald, ...	633	167	3·7	146	4·3
	Penpont, ...	1,326	241	5·5	196	6·7
	Ruthwell, ...	1,046	165	6·3	142	7·3
	St. Mungo, ...	686	120	5·7	112	6·1
	Sanguhar, ...	2,758	431	6·3	378	7·2
	Tinwald, ...	1,079	127	8·4	107	10·0
	Torthorwald, ...	1,254	267	4·6	239	5·2
	Tundergarth, ...	507	91	5·5	84	6·0
	Tynron, ...	446	58	7·6	50	8·9
	Wamphray, ...	559	131	4·2	122	4·5
	Wanlockhead, ...	811	170	4·7	130	6·2
	Westerkirk, ...	537	87	6·1	78	6·8
EDINBURGH, ...	Borthwick, ...	1,742	207	8·4	171	10·1
	Carrington, ...	681	83	8·2	79	8·6
	Cockpen, ...	2,902	310	9·3	236	12·2
	Colinton, ...	2,656	272	9·7	223	11·9
	Corstorphine, ...	1,579	156	10·1	139	11·3
	Cramond, ...	2,695	554	4·8	427	6·3
	Cranston, ...	1,035	198	5·2	182	5·6
	Crichton, ...	1,304	259	5·0	201	6·4
	Currie, ...	2,248	274	8·2	241	9·3
	Dalkeith, ...	7,114	No	Return.		
	Duddingston—					
	(1.) Portobello, ...	4,366	No	Return.		
	(2.) Landward, ...	857	107	8·0	80	10·7
	Edinburgh, ...	170,444	No	Return.		
	Fala and Soutra, ...	382	65	5·8	59	6·4
	Glencross, ...	1,217	149	8·1	127	9·5
	Heriot, ...	407	61	6·6	47	8·6
	Inveresk (including Musselburgh), ...	9,518	No	Return.		
	Kirknewton and East Calder, ...	1,549	332	4·6	282	5·4
	Lasswade, ...	5,688	865	6·5	701	8·1
	Leith, ...	36,029	No	Return.		
	Liberton, ...	3,510	524	6·6	414	8·4
	Mid-Calder, ...	1,389	197	7·0	181	7·6
	Newbattle, ...	2,837	626	4·5	532	5·3
	Newton, ...	1,553	237	6·5	199	7·8
	Penicuik, ...	3,249	797	4·0	638	5·0
	Ratho, ...	1,659	247	6·7	215	7·7
	Stow, ...	2,171	291	7·4	226	9·6
	Temple, ...	1,385	337	4·1	294	4·7
	West Calder, ...	1,927	251	7·6	194	9·9

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
ELGIN, ...	Abernethy and Kincardine, ...	1,928	245	7·8	218	8·8
	Alves, ...	1,010	102	9·9	89	11·3
	Bellie, ...	1,967	478	4·1	424	4·6
	Birnie, ...	411	59	6·9	48	8·5
	Boharm, ...	1,412	174	8·1	145	9·7
	Dallas, ...	1,102	160	6·8	136	8·1
	Drainie, ...	3,028	470	6·4	384	7·8
	Duffus, ...	3,308	545	6·0	450	7·3
	Duthil, etc. —					
	(1.) Duthil, ...	1,609	305	5·2	182	8·8
	(2.) Rothiemurchus	319	45	7·0	36	8·8
	Dyke, ...	1,247	149	8·3	117	10·6
	Edinkillie, ...	1,303	234	5·5	206	6·3
	Elgin, ...	9,866	1407	7·0	1217	8·1
	New Spynie, ...	518	290	1·7	243	2·1
	Forres, ...	4,112	725	5·6	599	6·8
	Kinloss, ...	1,315	177	7·4	155	8·4
	Knockando, ...	1,736	199	8·7	187	9·2
	Rafford, ...	1,055	215	4·9	192	5·4
	Rothies, ...	2,407	463	5·1	414	5·8
	St. Andrews-Lhanbrydo, ...	1,344	154	8·7	129	10·4
	Speymouth, ...	689	59	11·6	57	12·0
	Urquhart, ...	2,532	462	5·4	373	6·7
FIFE, ...	Abbotshall, ...	808	54	14·9	42	19·2
	Abdie, ...	1,257	124	10·1	108	11·6
	Aberdour, ...	1,874	297	6·3	254	7·3
	Anstruther-Easter, ..	1,155	452	2·5	396	2·9
	Anstruther-Wester, ..	438	68	6·4	57	7·6
	Arngask, ...	705	94	7·5	70	10·0
	Auchterderran, ...	3,457	807	4·2	634	5·4
	Auchtermuchty, ...	3,285	469	7·0	363	9·0
	Auchtertool, ...	609	304	2·0	243	2·5
	Ballingry, ...	736	168	4·3	122	6·0
	Balmerino, ...	815	132	6·1	127	6·4
	Beath, ...	2,390	389	6·1	331	7·2
	Burntisland, ...	3,670	836	4·3	710	5·1
	Cameron, ...	1,362	143	9·5	129	10·5
	Carnbee, ...	1,157	217	5·3	202	5·7
	Carnock, ...	2,925	709	4·1	637	4·5
	Ceres, ...	2,723	460	5·9	380	7·1
	Collessie, ...	1,530	238	6·1	220	6·9
	Craik, ...	1,931	206	9·3	154	12·5
	Criech, ...	377	50	7·5	43	8·7
	Culter, ...	800	141	5·6	125	6·4
	Cupar, ...	6,750	929	7·2	753	8·9
	Dairsie, ...	638	120	5·3	111	5·7
	Dalgetty, ...	1,569	354	4·4	266	5·8
	Dunbog, ...	414	95	4·3	74	5·5
	Dunfermline, ...	21,115	3638	5·8	2767	7·6
	Dunino, ...	370	66	5·6	59	6·2
	Dysart, ...	8,842	1447	6·1	1098	8·0
	Elie, ...	826	106	7·7	93	8·8
	Falkland, ...	2,937	435	6·7	362	8·1
	Ferryport-on-Craig, ..	2,013	362	5·5	329	6·1
	Flisk, ...	230	42	5·4	36	6·3
	Forgar, ...	1,326	183	7·2	162	8·1

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
FIFE— <i>Contd.</i>	Inverkeithing, ...	3,196	435	7·3	397	8·0
	Kemback, ...	896	219	4·0	177	5·0
	Kennoway, ...	2,012	273	7·3	243	8·2
	Kettle, ...	2,474	273	9·0	214	11·5
	Kilconquhar, ...	2,431	508	4·7	403	6·0
	Kilmany, ...	656	75	8·7	69	9·5
	Kilrenny, ...	2,534	207	12·2	168	15·0
	Kinghorn, ...	2,349	350	6·7	271	8·6
	Kinglassie, ...	1,266	84	15·0	70	18·0
	Kingsbarns, ...	937	157	5·9	138	6·7
	Kirkcaldy, ...	11,117	1872	5·9	1491	7·4
	Largo, ...	2,626	433	6·0	396	6·6
	Leslie, ...	4,332	761	5·6	684	6·3
	Leuchars, ...	1,903	282	6·7	239	7·9
	Logie, ...	410	70	5·8	63	6·5
	Markinch, ...	5,375	803	6·6	735	7·3
	Monimail, ...	1,054	149	7·0	124	8·5
	Moonzie, ...	179	40	2·9	53	3·3
	Newburgh, ...	2,693	447	6·0	357	7·5
	Newburn, ...	374	61	6·1	59	6·3
	Pittenweem, ...	1,710	331	5·1	275	6·2
	St. Andrews and St. Leonards, ...	7,605	No	Return.		
	St. Monance (or Abercrombie), ...	1,498	344	4·3	298	5·0
	Saline, ...	1,610	127	12·6	115	14·0
	Scoonie, ...	3,257	580	5·6	468	6·9
	Strathmiglo, ...	2,261	378	5·9	342	6·6
	Torryburn, ...	1,229	170	7·2	146	8·4
	Wemyss, ...	6,003	1321	4·5	1111	5·4
FORFAR, ...	Aberlemno, ...	1,054	157	6·7	131	8·0
	Airlie, ...	845	104	8·1	96	8·8
	Arbirlot, ...	960	197	4·8	124	7·7
	Arbroath, ...	17,831	3328	5·3	2919	6·1
	Auchterhouse, ...	706	104	6·7	86	8·2
	Barry, ...	2,465	617	3·9	537	4·5
	Brechin, ...	8,810	1429	6·1	1280	6·8
	Carmylie, ...	1,286	166	7·7	156	8·2
	Careston, ...	225	32	7·0	31	7·2
	Cortachy and Clova, ...	653	77	8·4	73	8·9
	Coupar-Angus, ...	2,642	390	6·7	309	8·5
	Craig, ...	2,177	557	3·9	446	4·8
	Dun, ...	552	75	7·3	70	7·8
	Dundee—					
	(1.) First District,					
	(2.) Second District,					
	(3.) Third (or Lochlee District),	91,664	No	Return.		
	Dunfries, ...	1,932	273	7·0	244	7·9
	Eassie and Nevay, ...	748	73	10·2	68	11·0
	Edzell, ...	1,025	185	5·5	156	6·5
	Farnell, ...	703	125	5·6	101	6·9
	Fearn, ...	439	62	7·0	46	9·5
	Forfar, ...	10,838	1611	6·7	1399	7·7
	Glamis, ...	1,980	183	10·8	149	13·2
	Glenisla, ...	1,008	159	6·3	148	6·8
	Guthrie, ...	476	134	3·5	116	4·1

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
FORFAR—Cont.	Inverarity, ...	961	60	18·0	56	17·1
	Inverkeillor, ...	1,792	296	6·0	257	6·9
	Kettins, ...	962	114	8·4	105	9·1
	Kingoldrum, ...	473	52	9·0	47	10·0
	Kinnell, ...	816	98	8·3	92	8·8
	Kinnettles, ...	447	125	3·5	116	3·8
	Kirkden, ...	1,862	216	8·6	160	11·6
	Kirriemuir, ...	7,359	1259	5·8	963	7·6
	Lethnott and Navar, ...	446	81	5·5	75	5·9
	Liff, Benvie, and Invergowie, ..	1,430	202	7·0	177	8·0
	Lintrathen, ...	898	131	6·8	122	7·3
	Lochlee, ...	495	76	6·5	69	7·1
	Logie-Pert, ..	1,483	191	7·7	164	9·0
	Lunan, ...	259	66	3·9	62	4·1
	Lundie, ...	442	70	6·3	67	6·5
	Mains, etc.—					
	(1.) Mains, ...	1,392	123	11·3	115	12·1
	(2.) Strathmartine, ...	789	166	4·7	143	5·5
	Marytown, ...	417	85	4·9	74	5·6
	Menmuir, ...	796	46	17·3	42	18·9
	Monifieth, ...	5,052	1029	4·9	809	6·2
	Monikie, ...	1,460	270	5·4	235	6·2
	Montrose, ...	15,668	2981	5·2	2686	5·8
	Murroes, ...	763	53	14·3	47	16·2
	Newtyle, ...	1,139	185	6·1	167	6·8
	Oathlaw, ...	399	30	13·3	28	14·2
	Panbride, ...	1,299	136	9·5	120	10·8
	Rescobie, ...	747	37	20·1	35	21·3
	Ruthven, ...	265	77	3·4	74	3·5
	St. Vigean, ...	2,553	310	8·2	276	9·2
	Stracathro, ...	546	70	7·8	67	8·1
	Tannadice, ...	1,438	232	6·1	200	7·1
	Tealing, ...	883	194	4·5	172	5·1
HADDINGTON,	Aberlady, ...	1,019	116	8·7	108	9·4
	Athelstaneford, ...	902	176	5·1	162	5·5
	Bolton, ...	332	39	8·5	36	9·2
	Dirleton, ...	1,540	283	5·4	244	6·3
	Dunbar, ...	4,944	816	6·0	690	7·1
	Garvald, ...	891	82	10·8	75	11·8
	Gladsmuir, ...	1,945	380	5·1	342	5·6
	Haddington, ...	5,548	859	6·4	589	9·4
	Humbie, ...	997	153	6·5	150	6·6
	Innerwick, ...	937	89	10·5	80	11·7
	Morham, ...	281	56	5·0	50	5·6
	North Berwick, ...	2,071	329	6·2	300	6·9
	Oldhamstocks, ...	615	116	5·3	106	5·8
	Ormiston, ...	915	140	6·5	123	7·4
	Pencaitland, ...	1,187	217	5·4	193	6·1
	Prestonkirk, ...	1,960	369	5·3	319	6·1
	Prestonpans, ...	2,080	508	4·0	391	5·3
	Salton, ...	712	71	10·0	71	10·0
	Spott, ...	555	60	9·2	51	10·8
	Stenton, ...	692	98	7·0	92	7·5
	Tranent, ...	4,647	671	6·9	534	8·7
	Whitekirk and Tynninghame, ...	1,113	123	9·0	114	9·7
	Whittinghame, ...	710	60	11·8	57	12·4
	Yester (or Gifford), ...	1,033	238	4·3	197	5·2

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
INVERNESS.	Mainland.					
	Alvie, ...	833	147	5·6	137	6·0
	Ardersier, ...	1,239	287	4·3	228	5·4
	Boleskine and Abertarff,—					
	(1.) Boleskine, ...	813	78	10·4	65	12·5
	(2.) Fort-Augustus or Abertarff, ...	930	112	8·3	84	11·0
	Cromdale—					
	(1.) Cromdale, ...	c. 1,647	79	20·8	77	21·3
	(2.) Inverallan, ...	c. 2,295	403	5·6	353	6·5
	Croy and Dalcross, ...	1,873	164	11·4	132	14·1
	Daviot & Dunlichty, ...	1,741	234	7·4	193	9·0
	Dores, ...	1,506	191	7·8	173	8·7
	Glenelg—					
	(1.) Glenelg, ...	800	87	9·1	72	11·1
	(2.) Knoydart, ...	574	56	10·2	49	11·7
	(3.) North Morar, ...	469	25	18·7	13	36·0
	Inverness, ...	16,162	No Return.			
	Kilmonivaig—					
	(1.) Glengarry, ...	625	65	9·6	53	11·7
	(2.) Lochaber, ...	1,651	292	5·6	239	6·9
	Kilmorack, ...	2,852	299	9·5	237	12·0
	Kiltarlity, ...	2,839	451	6·2	366	7·7
	Kingussie and Insh, ...	2,033	No Return.			
	Kirkhill, ...	1,757	228	7·7	196	8·9
	Laggan, ...	986	133	7·1	78	12·6
	Moy and Dalarossie, ...	1,026	179	5·7	164	6·2
	Petty, ...	1,671	181	9·2	108	15·4
	Urquhart, etc.—					
	(1.) Urquhart, ...	2,294	316	7·2	255	8·9
	(2.) Glenmoriston, ...	617	132	4·6	88	7·0
	Insular.					
	Barra, ...	1,853	289	6·4	190	9·7
	Bracadale, ...	1,335	167	7·9	109	12·2
	Duirinish, ...	4,775	913	5·2	605	7·8
	Harris—					
	(1.) Harris, ...	3,769	500	7·5	271	13·9
	(2.) Bernera, ...	336	85	3·9	41	8·1
	(3.) St. Kilda, ...	78	No Return.			
	Kilmuir—					
	(1.) Part of Kilmuir, ...	1,561	117	13·3	78	20·0
	(2.) Stenscholk, ...	1,311	68	19·2	60	21·8
	North Uist, ...	3,959	703	5·6	514	7·7
	Portree—					
	(1.) Portree, ...	2,579	454	5·6	306	8·4
	(2.) Raasay, ...	580	88	6·5	77	7·5
	Sleat, ...	2,330	313	7·4	183	12·7
	Small Isles, ...	567	38	14·9	38	14·9
	Snizort—					
	(1.) North Snizort, ...	2,613	225	11·6	186	14·0
	(2.) South Snizort, ...					
	South Uist—					
	(1.) Benbecula, ...	1,544	224	6·8	148	10·4
	(2.) Howmore, ...	1,763	166	10·6	118	14·9
	(3.) Boisdale, ...	2,051	287	7·1	172	11·9
	Strath, ...	2,664	470	5·6	339	6·8

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
KINCARDINE,...	Arbuthnot, ...	932	59	9·4	88	10·5
	Banchory-Devenick—					
	(1.) Banchory-Devenick, ...	1,232	242	5·0	213	5·7
	(2.) Portlethen, ...	1,687	297	5·6	258	6·5
	Banchory-Ternan, ...	2,947	391	7·5	348	8·4
	Benholm, ...	1,574	290	5·4	234	6·7
	Bervie, ...	1,561	239	6·5	202	7·7
	Dunnotar, ...	1,828	298	6·1	224	8·1
	Durris, ...	1,109	177	6·2	165	6·7
	Fettercairn, ...	1,700	313	5·4	257	6·6
	Fetteresso—					
	(1.) Fetteresso, ...	3,575	539	6·6	428	8·3
	(2.) Cookney, ...	1,952	270	7·2	237	8·2
	Fordoun, ...	2,297	269	8·5	237	9·6
	Garvock, ...	458	70	6·5	63	7·2
	Glenbervie, ...	1,219	235	5·1	180	6·7
	Kinneff & Catterline,	1,054	194	5·4	168	6·2
	Laurencekirk, ...	2,110	361	5·8	311	6·7
	Maryculter, ...	1,055	118	8·9	112	9·4
	Marykirk, ...	2,068	270	7·6	234	8·8
	Nigg, ...	2,074	230	9·0	204	10·1
	St. Cyrus, ...	1,552	279	5·5	256	6·0
	Strachan, ...	870	148	5·8	116	7·5
KINROSS,.....	Cleish, ...	649	136	4·7	113	5·7
	Fossoway and Tulliebole, ...	1,584	222	7·1	204	7·7
	Kinross, ...	2,649	393	6·7	357	7·4
	Orwell, ...	2,399	291	8·2	246	9·7
	Portmoak, ...	1,450	214	6·7	200	7·2
KIRKCUDBRIGHT.	Anwoth, ...	899	199	4·5	142	6·3
	Balmaclellan, ...	890	206	4·3	170	5·2
	Balmaghie, ...	1,225	237	5·1	207	5·9
	Borgue, ...	1,162	175	6·6	148	7·8
	Buittle, ...	1,165	149	7·8	126	9·2
	Carsphairn, ...	553	52	10·6	42	13·1
	Colvend, ...	1,366	208	6·5	189	7·2
	Corsock Bridge, ...	544	107	5·0	82	6·6
	Crossmichael, ...	1,536	179	8·5	150	10·2
	Dalbeattie, ...	2,054	410	5·0	362	5·6
	Dalry, ...	1,149	200	5·7	172	6·6
	Girthon, ...	1,702	266	6·3	232	7·3
	Irongray, ...	913	189	4·8	133	6·8
	Kells, ...	1,170	207	5·6	183	6·3
	Kelton, ...	3,436	629	5·4	554	6·2
	Kirkbean, ...	942	190	4·9	172	5·4
	Kirkcudbright, ...	3,407	773	4·4	658	5·1
	Kirkgunzeon, ...	793	81	9·7	77	10·2
	Kirkmabreck, ...	1,851	211	8·7	176	10·5
	Kirkpatrick-Durham,	1,323	269	4·9	214	6·1
	Lochrutton, ...	677	92	7·3	81	8·3
	Minnigaff, ...	1,804	343	5·2	248	7·2
	New Abbey, ...	1,063	156	6·8	131	8·1
	Parton, ...	572	92	6·2	84	6·7
	Rerrick, ...	1,738	335	5·1	281	6·1
	Terregles, ...	580	49	11·8	43	13·4

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
KIRKCUDBRIGHT— <i>Con.</i>	Tongland, ...	892	111	8·0	102	8·7
	Troqueer, ...	4,743	780	6·0	620	7·6
	Twynholm, ...	815	182	4·4	157	5·1
	Urr, ...	1,531	207	7·3	180	8·5
LANARK, ...	Avondale, ...	6,125	894	6·8	754	8·1
	Barony—					
	(1.) Maryhill, ...	6,734	814	8·2	602	11·1
	(2.) Springburn, ...	8,911	972	9·1	844	10·5
	(3.) Shettleston, ...	6,914	926	7·4	763	9·0
	Biggar, ...	1,999	269	7·4	241	8·2
	Blantyre, ...	3,092	267	11·5	228	13·5
	Bothwell—					
	(1.) Bothwell, ...	7,059	1170	6·0	916	7·7
	(2.) Holytown, ...	10,844	1607	6·7	1275	8·5
	Cadder—					
	(1.) Western District, ...	3,023	416	7·2	344	8·7
	(2.) Eastern District, ...	2,925	393	7·4	285	10·2
	Calderhead, ...	c. 3,789	762	4·9	572	6·6
	Cambuslang, ...	3,647	359	10·1	303	12·0
	Cambusnethan, ...	c. 13,377	2816	4·7	2238	5·9
	Carlisle, ...	6,176	1125	5·4	915	6·7
	Carmichael, ...	836	155	5·3	136	6·1
	Carmunnock, ...	734	103	7·1	98	7·4
	Carnwath, ...	3,584	539	6·6	459	7·8
	Carstairs, ...	1,345	276	4·8	229	5·8
	Covington and Thankerton, ...	532	51	10·4	43	12·3
	Crawford—					
	(1.) Crawford, ...	694	99	7·0	84	8·2
	(2.) Leadhills, ...	896	140	6·4	134	6·6
	Crawfordjohn, ...	980	193	5·0	168	5·8
	Culter, ...	665	75	8·8	71	9·3
	Dalserf—					
	(1.) Larkhall, ...	3,629	375	9·6	343	10·5
	(2.) Dalserf, ...	1,247	117	10·6	79	15·7
	Dalziel, ...	5,438	1122	4·8	794	6·8
	Dolphinton, ...	260	48	5·4	47	5·5
	Douglas, ...	2,490	358	6·9	298	8·3
	Dunsyre, ...	312	33	9·4	30	10·4
	East Kilbride, ...	4,064	363	11·1	316	12·8
	Glasgow, ...	395,503	No Return.			
	Glassford, ...	1,938	220	8·8	185	10·4
	Govan—					
	(1.) Govan, ...	13,725	1608	8·5	1099	12·4
	(2.) Partick, ...	14,859	2001	7·4	1585	9·3
	Hamilton, ...	14,047	1936	7·2	1442	9·7
	Lanark, ...	7,891	1158	6·7	971	8·1
	Lesmahagow, ...	9,266	1490	6·2	1205	7·6
	Libberton, ...	836	110	7·6	103	8·1
	New Monkland—					
	(1.) Burgh of Airdrie, ...	12,922	1527	8·4	1205	10·7
	(2.) New Monkland (L.), ...	7,632	775	9·8	580	13·1
	Old Monkland—					
	(1.) Western District	6,932	1178	5·8	902	7·6

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
LANARK— <i>Contd.</i>	(2.) Middle District,	15,303	No	Return.		
	(3.) Eastern District,	7,308	948	7·7	678	10·7
	Pettinain, ...	407	43	9·4	39	10·4
	Rutherglen, ...	9,335	1073	8·6	754	12·3
	Shotts, ...	c. 4,778	835	5·7	553	8·6
	Stonehouse, ...	3,267	481	6·7	415	7·8
	Symington, ...	528	84	6·2	71	7·4
	Walston, ...	480	98	4·8	86	5·5
	Wandell and Lamington, ...	380	36	10·5	35	10·8
	Wiston and Robertson,	786	109	7·2	100	7·8
LINLITHGOW,	Abercorn, ...	965	174	5·5	159	6·0
	Bathgate, ...	10,134	1727	5·8	1173	8·6
	Bo'ness, ...	5,698	856	6·6	802	7·1
	Carriden, ...	1,821	440	4·1	345	5·2
	Dalmeny, ...	804	49	16·4	40	20·1
	Ecclesmachan, ...	309	126	2·4	116	2·6
	Kirkliston, ...	1,907	282	6·7	228	8·3
	Linlithgow, ...	5,784	No	Return		
	Livingston, ...	1,366	213	6·4	171	7·9
	Queensferry, ...	1,391	295	4·7	166	8·3
	Torphichen, ...	1,848	315	5·8	257	7·1
	Uphall, ...	1,507	258	5·8	208	7·2
	Whitburn, ...	5,511	920	5·9	685	8·0
NAIRN, ...	Ardclach, ...	1,330	114	11·6	95	14·0
	Auldearn, ...	1,328	163	8·1	137	9·6
	Cawdor, ...	1,203	143	8·4	125	9·6
	Nairn, ...	4,486	757	5·9	659	6·8
ORKNEY, ...	Birsay, ...	1,774	321	5·5	272	6·5
	Deerness, ...	813	81	10·0	70	11·6
	Eday and Pharay, ...	979	98	9·9	92	10·6
	Evie and Rendall, ...	1,408	230	6·1	205	6·8
	Firth and Stennes, ...	1,493	317	4·7	203	7·3
	Harra, ...	819	142	5·7	126	6·5
	Holm and Paplay, ...	834	59	14·1	57	14·6
	Hoy and Græmsay, ..	556	103	5·3	80	6·9
	Kirkwall and St. Òla,	4,422	689	6·4	554	7·9
	North Ronaldshay, ...	532	82	6·4	54	9·8
	Orphir, ...	1,133	177	6·4	108	10·4
	Rousay and Egilsay,	1,152	144	8·0	121	9·5
	St. Andrews, ...	863	80	10·8	76	11·4
	Sanday, ...	2,145	210	10·2	178	12·0
	Sandwick, ...	1,225	155	7·9	145	8·4
	Shapinshay, ...	973	134	7·2	117	8·3
	South Ronaldshay and Burray, ...	3,232	340	9·6	230	14·2
	Stromness, ...	2,540	329	7·7	288	8·8
	Stronsay, ...	1,228	175	7·0	161	7·6
	Walls and Flotta—					
	(1.) Walls, ...	1,254	136	9·2	120	10·4
	(2.) Flotta, ...	420	38	11·0	38	11·0
	Westray, etc.—					
	(1.) Westray, ...	2,153	384	5·6	331	6·5
	(2.) Papa Westray,	392	77	5·0	74	5·2

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
SHETLAND, ...	Bressay, etc.—					
	(1.) Bressay, ...	915	99	9·2	88	10·3
	(2.) Burra and Quarff, ...	890	38	23·4	32	27·8
	Delting, ...	1,975	123	16·0	67	29·4
	Dunrossness, etc.—					
	(1.) Dunrossness, ...	2,113	143	14·7	129	16·3
	(2.) Sandwick and Cunningsburgh	2,337	225	10·3	158	14·7
	(3.) Fair Isle, ...	380	No	School.		
	Feltar, etc.—					
	(1.) Feltar, ...	548	34	16·1	24	22·8
	(2.) North Yell, ...	932	38	24·5	38	24·5
	Lerwick, ...	3,631	482	7·5	403	9·0
	Mid and South Yell, ...	1,784	107	16·6	85	20·9
	Nesting, etc.—					
	(1.) Nesting, ...	855	33	25·9	30	28·5
	(2.) Lunnasting, ...	830	32	27·5	20	44·0
	(3.) Whalsay and Skerries, ...	848	43	19·7	31	27·3
	Northmavine, ...	2,585	223	11·5	140	18·4
	Sandsting and Aithsting, ...	2,670	78	34·2	59	45·2
	Tingwall, etc.—					
	(1.) Tingwall, ...	1,554	91	17·0	69	22·5
	(2.) Whiteness and Weesdale, ...	1,143	87	13·1	65	17·5
	Unst, ...	3,060	142	21·5	131	23·3
	Walls, etc.—					
	(1.) Walls, ...	1,365	129	10·5	120	11·3
	(2.) Sandness, ...	606	34	17·8	25	24·2
	(3.) Papa Stour, ...	366	20	18·3	20	18·3
	(4.) Foula, ...	233	22	10·5	22	10·5
PEEBLES, ...	Broughton, ...	297	63	4·7	43	6·9
	Drumelzier, ...	209	41	5·0	36	5·8
	Eddlestone, ...	753	86	8·7	82	9·1
	Glenholm, ...	198	28	7·0	27	7·3
	Innerleithen, ...	1,823	368	4·9	300	6·0
	Kilbucho, ...	228	35	6·5	33	6·9
	Kirkurd, ...	362	63	5·7	60	6·0
	Lyne, etc.—					
	(1.) Lyne, ...	81	37	2·1	37	2·1
	(2.) Meggat, ...	53	19	2·7	18	2·9
	Manor, ...	247	27	9·1	23	10·7
	Newlands, ...	987	87	11·3	70	14·1
	Peebles, ...	2,850	535	5·3	464	6·1
	Skirling, ...	317	63	5·0	53	5·9
	Stobo, ...	478	40	11·9	38	12·5
	Traquair, ...	687	40	17·1	35	19·6
	Tweedstrair, ...	196	25	7·8	25	7·8
	West Linton	1,534	254	6·0	221	6·9
PERTH, ...	Aberdalgie, ...	295	36	8·1	30	9·8
	Aberfeldy, ...	2,402	491	4·8	398	6·0
	Aberfoyle, ...	565	68	8·3	43	13·1
	Abernethy, ...	1,960	284	6·9	244	8·0
	Abernyte, ...	310	70	4·4	67	4·6

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
PERTH— <i>Contd.</i>	Alyth, ...	3,198	567	5·6	446	7·1
	Auchterarder, ...	4,208	588	7·1	439	9·5
	Auchtergaven, ...	2,562	507	5·0	445	5·7
	Balquhidder, ...	c. 846	161	5·2	135	6·2
	Bendochy, ...	549	70	7·8	63	8·7
	Blackford, ...	2,084	307	6·7	266	7·8
	Blair-Athole, ...	1,553	284	5·4	249	6·2
	Blairgowrie, ...	4,423	802	5·5	638	6·9
	Callander, ...	1,676	304	5·5	247	6·7
	Caputh, ...	1,728	267	6·4	226	7·6
	Cargill, ...	1,647	375	4·3	241	6·8
	Clunie, ...	699	89	7·8	81	8·6
	Collace, ...	534	115	4·6	109	4·8
	Comrie, ...	c. 2,126	358	5·9	302	7·0
	Crieff, ...	4,490	697	6·4	615	7·3
	Culross, ...	1,423	280	5·0	227	6·2
	Dowally, ...	486	57	8·5	50	9·7
	Dron, ...	376	48	7·8	48	7·8
	Dull, ...	753	63	11·9	55	13·6
	Dunbarney, ...	1,035	202	5·1	150	6·9
	Dunblane, ...	3,096	464	6·6	409	7·5
	Dunkeld, ...	1,086	145	7·4	128	8·4
	Dunning, ...	2,084	299	6·9	264	7·8
	Errol, ...	2,759	340	8·1	303	9·1
	Findo-Gask, ...	399	50	7·9	43	9·2
	Forgandenny, ...	739	100	7·3	74	9·9
	Forvie, ...	595	48	12·3	45	13·2
	Fortingall, ...	1,244	151	8·2	121	10·2
	Foss, ...	381	66	5·7	64	5·9
	Fowlis-Easter, ...	317	54	5·8	52	6·0
	Fowlis-Wester, ...	1,276	249	5·1	213	5·9
	Glendevon, ...	138	21	6·5	21	6·5
	Inchture, ...	659	220	2·9	197	3·3
	Kenmore, ...	1,515	235	6·4	190	7·9
	Killin, ...	1,681	288	5·8	255	6·5
	Kilmadock, ...	3,312	462	7·1	376	8·8
	Kilspindie, ...	665	94	7·0	78	8·5
	Kincardine, ...	1,778	319	5·5	287	6·1
	Kinclaven, ...	753	83	9·1	72	10·5
	Kinfauns, ...	657	86	7·6	75	8·7
	Kinloch-Rannoch, ...	1,147	180	6·3	159	7·2
	Kinnaird, ...	318	81	3·9	72	4·4
	Kinnoull, ...	796	45	17·6	40	19·9
	Kirkmichael—					
	(1.) Kirkmichael, ...	812	120	6·7	80	10·1
	(2.) Glenshee, ...	334	30	11·1	30	11·1
	Lecropt, ...	538	55	9·7	45	11·9
	Lethendy & Kinloch, ...	530	83	6·3	72	7·3
	Little Dunkeld, ...	2,089	228	9·1	201	10·3
	Logie, ...	3,483	390	8·9	332	10·4
	Logiealmond, ...	815	49	16·6	46	17·7
	Logierait, ...	1,902	350	5·4	312	6·0
	Longforgan, ...	1,823	240	7·5	195	9·3
	Madderty, ...	536	53	10·1	53	10·1
	Meikle, ...	1,122	159	7·0	137	8·1
	Methven, ...	2,290	266	8·6	245	9·3
	Moneydie, ...	252	43	5·8	40	6·3
	Monzie, ...	461	146	3·1	146	3·1
	Monzievaird, ...	782	131	5·9	120	6·5
	Moulin, ...	1,605	328	4·8	295	5·4

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
PERTH— <i>Contd.</i>	Muckhart, ...	615	61	10·0	52	11·8
	Muthill, ...	2,808	603	4·6	532	5·2
	Persie, ...	839	120	6·9	102	8·2
	Perth, ...	26,094	No Return.			
	Port of Menteith, ...	1,375	196	7·0	164	8·3
	Ratray, ...	2,234	284	7·8	244	9·1
	Redgorton, ...	1,596	160	9·9	136	11·7
	Rhynd, ...	297	55	5·4	50	5·9
	St. Madoes, ...	280	56	5·0	51	5·4
	St. Martins, ...	904	105	8·6	94	9·6
	Scone, ...	2,153	264	8·1	226	9·5
	Strathfillan, ...	411	48	8·5	44	9·3
	Tenandry, ...	595	73	8·1	65	9·1
	Tibbermore, ...	1,182	126	9·3	118	10·0
	Trinity-Gask, ...	488	39	12·5	31	15·7
	Tulliallan, ...	2,410	351	6·8	299	8·0
	Weem, ...	215	72	2·9	68	3·1
RENFREW, & ...	Abbey—					
	(1.) Part of Paisley, ...	21,559	No Return.			
	(2.) Landward, ...					
	(3.) Johnstone, ...					
	Cathcart, ...	8,142	797	10·2	607	13·4
	Eaglesham, ...	3,782	313	12·0	238	15·8
	Eaglesham, ...	2,328	295	7·8	240	9·7
	Eastwood, ...	11,314	1693	6·6	1356	8·3
	Erschine, ...	1,457	201	7·2	176	8·2
	Greenock—					
	(1.) New, or Middle, ...	43,894	No Return.			
	(2.) East, ...					
	(3.) Old, or West, ...					
	Houston & Killellan, ...	2,490	549	4·5	395	6·3
	Inchinnan, ...	619	110	5·6	110	5·6
	Innerkip—					
	(1.) Innerkip, ...	1,188	208	5·7	186	6·3
	(2.) Gourack, ...	2,307	228	10·1	210	10·9
	Kilbarchan, ...	6,348	670	9·4	478	13·2
	Kilmacoll, ...	1,455	162	8·9	133	10·9
	Lochwinnoch, ...	3,821	561	6·8	445	8·5
	Mearns, ...	3,547	633	5·6	498	7·1
	Neilston, ...	11,013	1142	9·6	853	12·9
	Paisley—					
	(1.) High, ...	47,427	No Return.			
	(2.) Low, ...					
	(3.) Middle, ...					
	Port-Glasgow, ...	7,294	1132	6·4	708	10·3
	Renfrew, ...	4,650	773	6·0	632	7·3
ROSS AND CROMARTY.	Alness, ...	1,178	152	7·7	129	9·1
	Applecross—					
	(1.) Applecross, ...	1,064	177	6·0	143	7·4
	(2.) Shieldaig, ...	1,480	211	7·0	176	8·4
	Avoch, ...	1,788	152	11·7	120	14·9
	Contin, ...	1,509	142	10·6	121	12·4
	Cromarty, ...	2,300	286	8·0	242	9·5
	Dingwall, ...	2,412	436	5·5	352	6·8
	Edderton, ...	836	105	7·9	94	8·8
	Fearn, ...	2,083	385	5·4	342	6·0
	Fodderty, ...	2,247	358	6·2	310	7·2

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
ROSS AND CROMARTY— <i>Con.</i>	Gairloch—					
	(1.) Northern District, ...	1,927	269	7·1	173	11·1
	(2.) Southern District, ...	3,522	553	6·3	352	10·0
	Glenshiel, ...	485	54	8·9	35	13·8
	Killearnan, ...	1,494	263	5·6	160	9·3
	Kilmuir-Easter, ...	1,295	212	6·1	191	6·7
	Kiltearn, ...	1,634	211	7·7	174	9·3
	Kincardine, ...	1,746	254	6·8	235	7·4
	Kintail, ...	890	123	7·2	98	9·0
	Knockbain, ...	2,485	438	5·6	292	8·5
	Lochalsh, ...	2,413	360	6·7	330	7·3
	Lochbroom—					
	(1.) Lochbroom, ...	3,577	501	7·1	428	8·3
	(2.) Coigach, ...	1,285	200	6·4	167	7·6
	Lochcarron, ...	1,592	201	7·9	179	8·8
	Logie-Easter, ...	932	140	6·6	131	7·1
	Nigg, ...	1,253	140	8·9	98	12·7
	Resolis, ...	1,568	198	7·9	161	9·7
	Rosemarkie, ...	1,545	186	8·3	165	9·3
	Rosskeen, ...	3,766	564	6·6	413	9·1
	Tain, ...	3,294	517	6·3	419	7·8
	Tarbat, ...	2,269	337	6·7	242	9·3
	Urquhart and Logie Wester, ...	3,147	356	8·8	335	9·3
	Urray, ...	2,355	329	7·1	298	7·9
	Insular.					
	Barvas, ...	4,609	639	7·2	540	8·5
	Carloway, ...	2,204	323	6·8	258	8·5
	Lochs, ...	3,568	599	5·9	443	8·0
	Stornoway, ...	8,668	1476	5·8	1196	7·2
	Uig, ...	2,007	295	6·8	210	9·5
ROXBURGH, ...	Ancrum, ...	1,511	210	7·1	189	7·9
	Ashkirk, ...	578	87	6·6	75	7·7
	Bedrule, ...	222	74	3·0	70	3·1
	Bowden, ...	864	139	6·2	127	6·8
	Castleton, ...	3,688	282	13·0	246	14·9
	Cavers, ...	1,824	289	6·3	269	6·7
	Crailing, ...	673	120	5·6	113	5·9
	Eckford, ...	957	129	7·4	109	8·7
	Edgerston, ...	359	40	8·9	38	9·4
	Ednam, ...	599	90	6·6	85	7·0
	Hawick, ...	8,726	1311	6·6	1151	7·5
	Hobkirk, ...	771	139	5·5	119	6·4
	Hownam, ...	289	24	12·0	21	13·7
	Jedburgh, ...	5,011	780	6·4	667	7·5
	Kelso, ...	5,192	891	5·8	757	6·8
	Kirktown, ...	421	46	9·1	43	9·7
	Lilliesleaf, ...	772	173	4·4	135	5·7
	Linton, ...	608	64	9·5	56	10·8
	Makerston, ...	380	69	5·5	62	6·1
	Maxton, ...	497	102	4·8	90	5·5
	Melrose—					
	(1.) Melrose, ...	3,557	642	5·5	565	6·2
	(2.) Ladhope, ...	4,154	452	9·1	398	10·4
	Minto, ...	430	40	10·7	37	11·6

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
ROXBURGH— <i>Con.</i>	Morebattle, ...	1,031	127	8·1	105	9·8
	Oxnam, ...	592	121	4·8	113	5·2
	Roxburgh, ...	1,178	223	5·2	210	5·6
	St. Boswells, ...	865	106	8·1	87	9·9
	Smailholm, ...	554	95	5·8	84	6·5
	Southdean, ...	687	169	4·0	159	4·3
	Sprouston, ...	1,305	299	4·3	274	4·7
	Stitchel, ...	425	68	6·2	60	7·0
	Teviothead, ...	438	56	7·8	52	8·4
	Wilton, ...	3,357	390	8·6	277	12·1
	Yetholm, ...	1,207	253	4·7	196	6·1
SELKIRK, ...	Ettrick, ...	454	52	8·7	51	8·9
	Galashiels, ...	3,379	740	4·5	633	5·3
	Kirkhope, ...	555	98	5·6	95	5·8
	Roberton, ...	640	82	7·8	74	8·6
	Selkirk, ...	4,739	839	5·6	746	6·3
	Yarrow, ...	643	97	6·6	86	7·4
STIRLING, ...	Airth, ...	1,194	196	6·0	170	7·0
	Alva, ...	3,283	679	4·8	519	6·3
	Baldernock, ...	718	107	6·7	94	7·6
	Balfrou, ...	1,517	269	5·6	226	6·7
	Bothkennar, ...	1,722	276	6·2	246	7·0
	Buchanan, ...	705	53	13·3	50	14·1
	Campsie, ...	6,483	825	7·8	690	9·3
	Denny, ...	4,988	735	6·7	558	8·9
	Drymen, ...	1,619	220	7·3	195	8·3
	Dunipace, ...	1,731	339	5·1	294	5·8
	Falkirk, ...	17,026	2646	6·4	2232	7·6
	Fintry, ...	685	126	5·4	85	8·0
	Gargunnoch, ...	728	98	7·4	83	8·7
	Killlearn, ...	1,171	178	6·5	157	7·4
	Kilsyth, ...	6,112	1066	5·7	860	7·1
	Kippen, ...	1,722	261	6·5	246	7·0
	Larbert, ...	4,999	1096	4·5	861	5·8
	Muiravonside, ...	2,660	322	8·2	261	10·1
	Polmont, ...	4,111	812	5·0	650	6·3
	St. Ninians, ...	6,648	926	7·1	695	9·5
	Slamannan, ...	2,916	469	6·2	369	7·9
	Stirling, ...	14,012	2243	6·2	1928	7·2
	Strathblane, ...	1,388	139	9·9	100	13·8
SUTHERLAND,	Assynt—					
	(1.) Kirkton, ...	553	51	10·8	32	17·2
	(2.) Stoor, ...	2,625	390	6·7	282	9·3
	Clyne, ...	1,886	263	7·1	216	8·7
	Creich—					
	(1.) Bsnar, ...	1,982	365	5·4	305	6·4
	(2.) Rosehall, ...	539	43	12·5	42	12·8
	Dornoch, ...	2,885	495	5·8	377	7·6
	Durness, ...	1,109	156	7·1	125	8·8
	Eddrachillis—					
	(1.) Scourie, ...	727	76	9·5	59	12·3
	(2.) Kinlochbervie, ...	914	153	5·9	104	8·7
	Farr—					
	(1.) Kirkton, ...	1,251	132	9·4	115	10·8
	(2.) Strathy, ...	852	145	5·8	98	8·6

COUNTY.	PARISH OR REGISTRATION DISTRICT.	POPULATION.	NUMBER OF SCHOLARS			
			On Roll.	Ratio to Pop. 1 in	In Actual Attendance.	Ratio to Pop. 1 in
SUTHERLAND— <i>Contd.</i>	Golspie, ...	1,615	293	5·5	241	6·7
	Kildonan, ...	2,132	239	8·9	196	10·8
	Laing, ...	961	150	6·4	100	9·8
	Loth, ...	610	129	4·7	91	6·6
	Rogart, ...	1,439	193	7·4	162	8·6
	Tongue, ...	2,077	356	5·8	239	8·7
WIGTOWN, ...	Glasserton, ...	1,472	191	7·7	162	9·0
	Inch, ...	2,460	353	6·9	306	8·0
	Kirkcolm, ...	1,860	195	9·5	144	12·9
	Kirkcowan, ...	1,434	215	6·6	183	7·8
	Kirkinner, ...	1,716	280	6·1	225	7·6
	Kirkmaiden, ...	2,333	368	6·3	274	8·5
	Leswalt, ...	1,417	171	8·2	150	9·4
	Mochrum, ...	2,694	384	7·0	344	7·8
	New Luce, ...	731	111	6·5	98	7·4
	Old Luce, ...	2,800	434	6·4	363	7·7
	Penninghame, ...	4,061	No	Return.		
	Portpatrick, ...	2,189	262	8·3	223	9·8
	Sorbie, ...	1,814	354	5·1	309	5·8
	Stoneykirk, ...	3,228	410	7·8	334	9·6
	Strauraer, ...	6,315	1071	5·8	842	7·5
	Whithorn, ...	2,934	516	5·6	430	6·8
	Wigtown, ...	2,637	No	Return.		

TABLE II.—ABSTRACT.

Showing the NUMBER OF SCHOLARS ON THE ROLL OF ALL SCHOOLS IN SCOTLAND (classified as below), with the Proportion of such Scholars in each Class of Schools to the Total Number of Scholars, and the Religious Denominations to which they belong.

DESCRIPTION AND NUMBER OF SCHOOLS.		RELIGIOUS DENOMINATIONS TO WHICH SCHOLARS BELONG.							
Description.	Number.	Proportion to Total Number of Scholars (on the Roll) per cent.	Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Denominations.	Not known and not stated.
Parochial, ...	917	24.4	47,161	14,486	7,462	521	1,243	1,644	3,976
Side, ...	189	3.2	5,951	1,902	1,033	83	223	194	687
Parliamentary, ...	27	0.5	719	678	70	12	8	31	99
Church of Scotland, ...	519	10.6	18,020	8,338	2,756	215	1,008	694	2,220
Free Church, ...	617	15.6	10,605	28,287	3,338	313	974	1,053	4,290
U. P. and other Presbyterian, ...	45	0.9	675	297	1,349	14	16	65	698
Episcopalian, ...	74	1.9	1,907	863	369	1929	170	269	695
Roman Catholic, ...	61	1.8	30	8	...	...	5,229	41	428
Undenominational and others, ...	1,084	29.3	39,249	19,051	12,364	849	2,898	3,784	13,539
Private Adventure, ...	910	11.2	14,363	7,860	4,873	616	803	1,573	5,195
TOTAL, ...	4,443	99.4	138,680	81,770	33,614	4,552	12,572	9,348	31,827
Add Nos. for Kilmore and Kilbride (County of Argyll), which could not be classified, owing to the manner in which the Registrar made his Return, ...	8	.....	249	121	35	4	2	21	.....
TOTAL, as given in Registrars' Statistics, ...	4,451	.....	138,929	81,891	33,649	4,556	12,574	9,369	31,827

II.—TABLE showing the Number of Scholars on the Roll of all Schools in Scotland (classified as below), with the Proportion of such Scholars in each Class of Schools to the Total Number of such Scholars in each (Registration) County, and the Religious Denominations to which the Scholars belong.

COUNTY.	DESCRIPTION AND NUMBER OF SCHOOLS.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) in the County (per cent.).	RELIGIOUS DENOMINATIONS TO WHICH SCHOLARS BELONG.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Deno- minations.	Not known and not stated.
ABERDEEN, ...	Parochial, ...	95	7,944	33.3	6,014	1,253	146	181	43	215	92
	Side, ...	22	1,534	6.4	1,104	273	50	63	1	42	1
	Parliamentary, ...	..	..	..	..	..	..	..	..	..	..
	Church of Scotland, ...	63	3,367	14.1	2,558	575	57	55	20	80	22
	Free Church, ...	45	2,812	11.8	973	1,503	77	39	6	67	147
	U. P. and other Presbyterian, ...	2	94	0.3	49	14	25	..	..	..	6
	Episcopalian, ...	20	1,175	4.9	520	159	15	412	4	45	20
	Roman Catholic, ...	2	84	0.3	2	..	..	120	82	..	..
	Undenominational and others, ...	65	3,758	15.8	2,512	720	150	120	42	159	55
	Private Adventure, ...	116	3,018	12.6	1,916	655	167	111	11	126	32
	Total, ...	430	23,786	99.5	15,648	5,152	687	981	209	734	381
ARGYLL, ...	Parochial, ...	52	2,762	22.0	1,967	510	105	25	72	55	28
	Side, ...	20	668	5.3	382	250	15	3	..	2	16
	Parliamentary, ...	13	700	5.5	467	186	4	12	8	8	15
	Church of Scotland, ...	50	2,602	20.8	1,684	696	83	17	55	39	28
	Free Church, ...	40	2,843	22.7	756	1,754	74	61	57	55	86
	U. P. and other Presbyterian, ...	1	160	1.2	10	7	140	3	..	..	..
	Episcopalian, ...	6	484	3.8	213	126	8	95	4	3	35
	Roman Catholic, ...	2	75	0.5	..	..	..	..	75	..	..
	Undenominational and others, ...	52	1,920	15.3	1,080	617	47	21	109	42	4
	Private Adventure, ...	14	288	2.3	110	105	37	20	8	7	1
	Total, ...	250	12,502	99.4	6,669	4,251	513	257	388	211	213
To complete the total numbers for this County, the following figures require to be added to the above, for the Parish of Kilmore and Kilbride. The Registrar of that Parish, in making his Return, having only given the number of Schools and Scholars, etc., without stating how many Scholars belonged to each School—it is impossible to classify them as in the Table.—See page 30 of Registrar's Statistics.....											
		8	432	...	249	121	85	4	2	21	...
		258	12,934	...	6,918	4,372	548	261	390	232	213

Note.—The Schools mentioned in the first column as vacant, etc., are not otherwise included in the Table.

COUNTY.	DESCRIPTION AND NUMBER OF SCHOOLS.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) in the County (per cent.)	RELIGIOUS DENOMINATIONS TO WHICH SCHOLARS BELONG.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Deno- minations.	Not known and not stated.
AYR, ...	Parochial, ...	44	5,727	23.1	3,901	677	441	28	100	163	417
	Side, ...	5	386	1.5	183	24	37	...	...	...	142
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	43	4,428	17.8	2,492	752	314	9	318	132	411
	Free Church, ...	29	3,371	13.6	1,024	1,500	408	21	80	146	192
	U. P. and other Presbyterian, ...	2	184	0.7	28	4	115	...	...	4	38
	Episcopalian, ...	3	556	2.2	64	50	35	207	50	2	148
	Roman Catholic, ...	4	425	1.7	...	...	...	...	425	...	...
	Undenominational and others, ...	64	6,898	27.8	2,823	1,048	771	36	438	272	1,510
	Private Adventure, ...	55	2,778	11.2	1,243	426	325	35	215	161	373
	Total, ...	249	24,753	99.6	11,758	4,481	2,446	336	1,626	880	3,226
BANFF, ...1 vacant, 1 vacant, 1 vacant, 1 vacant, information refused, 1 vacant,	Parochial, ...	23	1,881	20.2	1,377	363	61	14	45	15	6
	Side, ...	3	46	0.4	35	11	...	...	...	...	...
	Parliamentary, ...	1	185	1.9	80	21	...	...	...	...	84
	Church of Scotland, ...	25	1,446	15.5	913	387	46	17	48	25	10
	Free Church, ...	16	1,629	17.5	512	888	79	41	27	37	45
	U. P. and other Presbyterian, ...	1	47	0.5	29	10	8	...	...	...	...
	Episcopalian, ...	1	112	1.2	33	22	3	33	3	18	...
	Roman Catholic, ...	4	310	3.3	13	...	...	...	291	...	6
	Undenominational and others, ...	28	1,718	18.4	956	476	75	29	66	57	59
	Private Adventure, ...	53	1,914	20.6	1,032	533	178	51	46	54	20
	Total, ...	155	9,288	99.5	4,980	2,711	450	185	526	206	230

COUNTY.	DESCRIPTION AND NUMBER OF SCHOOLS.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) in the County (per cent.)	RELIGIOUS DENOMINATIONS TO WHICH SCHOLARS BELONG.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Deno- minations.	Not known and not stated.
CLACKMANNAN, ... <											

DUMFRIES, ...2 vacant, 1 vacant, 1 no information,	Parochial, ...	50	4,402	41·1	2,080	759	533	13	13	148	256
	Side, ...	24	1,264	11·8	759	213	144	...	5	22	121
	Parliamentary, ...	10	796	7·4	...	245	133	...	...	14	6
	Church of Scotland, ...	13	982	9·1	245	488	129	...	2	32	86
	Free Church, ...	...	...	...	...	...	...	...	...	...	...
	U. P. and other Presbyterian, Episcopalian, ...	...	...	...	...	...	...	...	...	...	...
	Roman Catholic, ...	30	1,825	17·0	986	301	278	29	9	69	153
	Udenominational and others, Private Adventure, ...	39	1,424	13·3	637	369	229	14	95	99	41
	Total, ...	166	10,693	99·7	5,705	2,375	1,416	56	64	384	653
EDINBURGH, ...	Parochial, ...	26	2,472	33·4	1,445	285	438	22	67	40	175
	Side, ...	12	607	8·2	374	71	61	2	19	4	76
	Parliamentary, ...	12	815	11·0	541	90	91	9	...	...	...
	Church of Scotland, ...	11	914	12·3	245	308	121	9	22	11	51
	Free Church, ...	2	124	1·6	53	7	49	...	8	13	210
	U. P. and other Presbyterian, Episcopalian, ...	1	98	1·3	...	...	...	33	1	...	14
	Roman Catholic, ...	1	63	0·8	...	...	...	...	12	53	...
	Udenominational and others, Private Adventure, ...	26	2,083	28·1	1,278	224	350	3	63	...	...
	Total, ...	9	223	3·0	101	39	60	...	54	46	128
		100	7,399	99·7	4,037	1,024	1,170	78	252	7	10
ELGIN, ...	Parochial, ...	21	1,470	20·6	826	403	29	1	30	4	177
	Side, ...	3	75	1·0	62	13	...	...	...	...	...
	Parliamentary, ...	9	808	11·3	260	259	160	6	10	40	73
	Church of Scotland, ...	13	972	13·6	188	605	51	2	7	6	113
	Free Church, ...	...	...	...	...	...	...	...	...	...	...
	U. P. and other Presbyterian, Episcopalian, ...	1	164	2·3	79	...	...	30	5	...	50
	Roman Catholic, ...	...	...	...	...	...	...	...	...	...	...
	Udenominational and others, Private Adventure, ...	37	2,657	37·3	1,168	1,006	236	37	45	110	55
	Total, ...	30	971	13·6	338	483	44	17	11	15	63
		114	7,117	99·7	2,921	2,769	520	93	108	175	531

COUNTY.	DESCRIPTION AND NUMBER OF SCHOOLS.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) in the County (per cent.)	RELIGIOUS DENOMINATIONS TO WHICH SCHOLARS BELONG.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Deno- minations.	Not known and not stated.
FIFE, ...	Parochial, ...	56	5,855	23.5	3,769	812	925	34	33	76	206
	Side, ...	...	...	...	...	...	...	...	...	...	...
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	18	1,894	7.6	1,043	336	344	11	66	37	57
	Free Church, ...	21	1,940	7.7	784	707	245	14	17	47	126
	U. P. and other Presbyterian, Episcopalian, ...	1	126	0.5	95	...	30	...	...	1	...
	Roman Catholic, ...	1	181	0.7	83	11	19	68	...	...	...
	Undenominational and others, Private Adventure, ...	1	95	0.3	...	...	...	...	94	1	...
	1 vacant, ...	104	11,749	47.1	5,221	1,790	2,491	64	85	405	1,693
	Total, ...	63	3,065	12.3	1,227	565	638	29	16	128	462
		265	24,905	99.7	12,222	4,221	4,692	220	311	695	2,544
FORFAR, ...	Parochial, ...	58	4,274	22.3	3,046	781	160	41	12	47	187
	Side, ...	6	275	1.4	164	100	...	...	...	...	11
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	20	1,442	7.5	987	269	137	27	4	8	10
	Free Church, ...	34	3,615	18.9	1,165	1,534	353	54	7	93	409
	U. P. and other Presbyterian, Episcopalian, ...	4	219	1.1	50	61	57	2	3	...	46
	Roman Catholic, ...	4	412	2.1	146	38	62	75	6	6	79
	Undenominational and others, Private Adventure, ...	1	84	0.4	...	...	...	...	84	...	...
	1 vacant, ...	28	6,105	31.9	2,974	1,578	647	193	34	135	544
	Total, ...	58	2,673	13.9	1,289	654	286	103	18	76	247
		213	19,099	99.5	9,821	5,015	1,702	495	168	365	1,533

HADDINGTON, ...	Parochial, ...	26	2,376	39.2	1,482	398	230	19	108	-28	111
	Side, ...	8	371	6.1	252	56	27	...	19	9	8
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	4	298	4.9	212	29	19	7	6	...	25
	Free Church, ...	9	900	14.8	873	364	48	...	13	25	77
	U. P. and other Presbyterian, ...	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	...	...	...	...	...	...	...	...	...	...
	Roman Catholic, ...	...	...	...	...	...	...	...	...	...	...
	Undenominational and others, ...	20	1,401	23.1	812	140	102	16	97	34	200
	Private Adventure, ...	23	703	11.6	386	117	97	27	23	17	36
	Total, ...	90	6,049	99.7	3,517	1,104	523	69	266	113	457
INVERNESS, ...	Parochial, ...	30	1,651	17.8	646	764	...	5	137	24	75
	Side, ...	9	377	4.0	118	146	...	...	84	23	6
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	36	1,849	19.9	619	743	...	...	224	40	223
	Free Church, ...	61	3,460	37.4	284	2,477	11	5	458	19	206
	U. P. and other Presbyterian, ...	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	2	77	0.8	4	30	...	29	...	...	14
	Roman Catholic, ...	4	148	1.5	3	7	...	...	128	10	...
	Undenominational and others, ...	35	1,397	15.0	512	717	...	...	75	56	37
	Private Adventure, ...	10	292	3.1	57	116	3	...	93	3	20
	Total, ...	187	9,251	99.5	2,243	5,000	14	39	1,199	175	581
KINCARDINE, ...	Parochial, ...	20	1,597	29.9	1,255	268	20	8	11	12	23
	Side, ...	6	353	6.6	276	52	...	10	...	...	15
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	11	635	11.9	462	110	18	5	3	5	32
	Free Church, ...	15	939	17.6	362	478	16	8	...	20	55
	U. P. and other Presbyterian, ...	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	7	364	6.8	100	15	6	186	2	1	54
	Roman Catholic, ...	...	...	...	...	...	...	...	...	...	...
	Undenominational and others, ...	18	815	15.2	616	169	8	4	8	6	4
	Private Adventure, ...	22	626	11.7	460	102	12	8	...	2	42
	Total, ...	99	5,329	99.7	3,531	1,194	80	229	24	46	225

COUNTY.	DESCRIPTION AND NUMBER OF SCHOOLS.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) in the County (per cent.)	RELIGIOUS DENOMINATIONS TO WHICH SCHOLARS BELONG.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Deno- minations.	Not known and not stated.
KINROSS,.....	Parochial, ...	5	473	37.6	268	78	118	..	..	9	
	Side, ...	..	..	..	..	..	..	..	..	..	
	Parliamentary, ...	..	..	..	..	..	..	..	..	..	
	Church of Scotland, ...	1	25	1.9	6	8	11	..	..	..	
	Free Church, ...	3	317	25.2	64	91	92	..	..	70	
	U. P. and other Presbyterian, Episcopalian, ...	..	..	..	..	..	..	..	..	..	
	Roman Catholic, ...	..	..	..	..	..	..	..	..	..	
	Undenominational and others, Private Adventure, ...	6	348	27.7	139	68	132	..	3	6	
	Total,.....	3	93	7.4	36	11	46	..	..	..	
	18	1,256	99.8	513	256	399	..	3	..	85	
KIRKCUDBRIGHT, ..	Parochial, ...	37	3,132	42.9	2,093	455	225	3	145	51	160
	Side, ...	12	557	7.6	408	77	25	..	16	12	19
	Parliamentary, ...	..	..	..	..	..	..	..	..	..	..
	Church of Scotland, ...	4	264	3.6	181	61	12	1	9	..	..
	Free Church, ...	10	1,110	15.2	343	481	64	9	45	52	116
	U. P. and other Presbyterian, Episcopalian, ...	..	..	..	..	..	..	..	..	..	..
	Roman Catholic, ...	1	92	1.2	46	2	2	19	5	2	16
	Undenominational and others, Private Adventure, ...	..	..	..	..	..	..	..	..	..	..
	Total,.....	24	1,804	24.7	1,137	307	125	2	64	29	140
		10	325	4.4	182	80	25	..	29	7	2
	98	7,284	99.6	4 390	1,463	478	34	313	153	453	

LANARK, ... 1 vacant,	Parochial, ...	39	3,582	11-0	2,036	402	509	12	66	57	500
	Side, ...	17	1,097	3-3	464	127	243	2	23	21	217
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	20	2,171	6-6	813	351	339	3	43	54	568
	Free Church, ...	19	2,889	8-8	466	981	386	5	46	54	951
	U. P. and other Presbyterian, ...	2	246	0-7	...	...	...	...	...	...	246
	Episcopalian, ...	3	330	1-0	30	46	25	50	17	66	96
	Roman Catholic, ...	18	2,058	6-3	...	...	...	...	1,988	30	40
	Undenominational and others, ...	124	15,642	48-0	5,188	1,998	2,189	89	941	1,062	4,175
	Private Adventure, ...	71	4,532	13-9	1,056	636	737	41	126	231	1,705
	Total, ...	313	32,547	99-6	10,053	4,541	4,428	202	3,250	1,575	8,498
LINLITHGOW, ...	Parochial, ...	12	1,203	21-2	691	136	140	1	52	36	147
	Side, ...	2	110	1-9	66	21	14	...	7	2	...
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	6	373	6-5	179	27	38	...	15	...	114
	Free Church, ...	4	269	4-7	116	108	23	6	5	2	9
	U. P. and other Presbyterian, ...	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	...	...	...	...	...	...	...	...	...	...
	Roman Catholic, ...	2	179	3-1	...	1	...	...	111	...	67
	Undenominational and others, ...	17	2,713	47-9	944	342	438	20	105	151	713
	Private Adventure, ...	12	808	14-2	286	118	88	...	14	44	258
	Total, ...	55	5,655	99-5	2,382	753	741	27	309	235	1,308
NAIRN, ...	Parochial, ...	4	263	22-3	89	124	26	...	1	8	15
	Side, ...	...	...	...	...	...	...	...	...	...	...
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	2	149	12-6	58	26	34	...	13	18	...
	Free Church, ...	4	248	21-0	24	217	5	...	...	2	...
	U. P. and other Presbyterian, ...	2	143	12-1	1	8	123	...	...	...	11
	Episcopalian, ...	...	...	...	...	...	...	...	...	...	...
	Roman Catholic, ...	...	...	...	...	...	...	...	...	...	...
	Undenominational and others, ...	5	244	20-7	80	127	16	2	6	13	...
	Private Adventure, ...	4	130	11-0	37	59	22	...	2	10	...
	Total, ...	21	1,177	99-7	289	561	226	2	22	51	26

COUNTY.	DESCRIPTION AND NUMBER OF SCHOOLS.		Number of Scholars (on the Roll.)	Proportion to Total Number of Scholars (on the Roll) in the County (per cent.)	RELIGIOUS DENOMINATIONS TO WHICH SCHOLARS BELONG.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Denominations.	Not known and not stated.
ORKNEY, ...	Parochial, ...	16	987	21.9	373	132	380	..	..	46	56
	Side, ...	..	..	..	..	..	..	..	..	..	..
	Parliamentary, ...	1	60	1.3	30	30	..	..	..	..	..
	Church of Scotland, ..	16	561	12.4	189	242	66	1	..	58	5
	Free Church, ...	13	606	13.4	73	413	101	..	..	16	8
	U. P. and other Presbyterian, ..	13	394	8.7	56	2	294	..	..	42	..
	Episcopalian, ...	..	..	..	..	..	..	..	..	..	..
	Roman Catholic, ...	..	..	..	..	..	..	..	..	..	..
	Undenominational and others, ..	28	1,344	29.8	525	217	477	..	2	119	4
	Private Adventure, ...	24	549	12.1	227	144	141	..	..	33	4
	Total, ...	111	4,501	99.6	1,473	1,180	1,459	1	2	314	72
SHETLAND, ...	Parochial, ...	12	553	24.8	335	63	12	..	..	102	41
	Side, ...	..	..	..	..	..	..	..	..	..	..
	Parliamentary, ...	..	..	..	..	..	..	..	..	..	..
	Church of Scotland, ..	10	312	14.0	210	51	1	..	..	17	33
	Free Church, ...	5	208	9.3	46	122	3	..	..	34	8
	U. P. and other Presbyterian, ..	..	..	..	..	..	..	..	..	..	..
	Episcopalian, ...	1	81	3.6	27	4	5	27	1	4	13
	Roman Catholic, ...	..	..	..	..	..	..	..	..	..	..
	Undenominational and others, ..	23	841	37.8	478	88	24	10	..	134	107
	Private Adventure, ...	11	228	10.2	167	28	2	2	..	25	4
	Total, ...	62	2,223	99.7	1,263	356	47	39	1	316	201

1 closed,

1 vacant,

1 closed,

1 vacant,

PEEBLES,.....	1 to be opened shortly,										13	14	6
	17	755	41.6	479	153	90	...	...	...	...			
Parochial, ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Side, ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Parliamentary, ...	2	78	4.3	58	10	8	...	...	...	...	...	...	...
Church of Scotland, ...	2	146	8.0	49	35	59	...	...	...	...	...	...	...
Free Church, ...	1	95	5.2	28	8	56	...	...	...	...	...	...	...
U. P. and other Presbyterian, ...	1	33	1.8	5	2	...	...	...	...	...	...	...	...
Episcopalian, ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Roman Catholic, ...	7	562	31.0	254	67	128	...	...	...	...	...	...	...
Undenominational and others, ...	6	142	7.8	56	5	25	...	...	...	...	...	...	...
Private Adventure, ...	36	1,811	99.7	929	280	366	19	47	40	130	...	...	...
Total, ...	71	5,283	32.1	3,516	1,000	399	49	50	79	190	...	...	...
Parochial, ...	8	229	1.3	166	54	9	...	...	...	...	...	...	...
Side, ...	2	95	0.5	71	16	...	...	...	...	...	...	...	...
Parliamentary, ...	41	1,709	10.3	1,058	465	127	8	12	22	17	...	...	...
Church of Scotland, ...	52	3,980	24.1	916	2,278	309	25	40	83	329	...	...	...
Free Church, ...	3	213	1.2	28	36	112	...	...	...	...	...	...	...
U. P. and other Presbyterian, ...	7	462	2.8	172	102	22	134	18	8	37	...	...	...
Episcopalian, ...	2	196	1.1	...	...	...	...	196	...	6	...	...	...
Roman Catholic, ...	72	3,403	20.6	1,812	849	432	28	25	29	228	...	...	...
Undenominational and others, ...	31	884	5.3	439	301	83	15	5	10	31	...	...	...
Private Adventure, ...	289	16,454	99.3	8,178	5,101	1,493	259	346	239	838	...	...	...
Total, ...	14	1,817	19.1	754	220	308	8	36	41	450	...	...	...
Parochial, ...	4	426	4.4	228	40	129	3	3	7	16	...	...	...
Side, ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Parliamentary, ...	7	723	7.6	229	210	114	...	...	...	...	...	...	...
Church of Scotland, ...	9	842	8.8	143	274	31	12	21	3	134	...	...	...
Free Church, ...	1	174	1.8	58	46	30	3	34	...	357	...	...	...
U. P. and other Presbyterian, ...	1	138	1.4	18	9	5	...	...	...	30	...	...	...
Episcopalian, ...	8	911	9.6	10	...	...	56	7	...	43	...	...	...
Roman Catholic, ...	40	3,657	38.6	1,415	621	473	...	648	...	253	...	...	...
Undenominational and others, ...	19	779	8.2	162	102	126	17	190	92	849	...	...	...
Private Adventure, ...	103	9,467	99.5	3,017	1,522	1,216	104	948	188	2,472	...	...	...
Total, ...	14	1,817	19.1	754	220	308	8	36	41	450	...	...	...
Parochial, ...	4	426	4.4	228	40	129	3	3	7	16	...	...	...
Side, ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Parliamentary, ...	7	723	7.6	229	210	114	...	...	...	...	...	...	...
Church of Scotland, ...	9	842	8.8	143	274	31	12	21	3	134	...	...	...
Free Church, ...	1	174	1.8	58	46	30	3	34	...	357	...	...	...
U. P. and other Presbyterian, ...	1	138	1.4	18	9	5	...	...	...	30	...	...	...
Episcopalian, ...	8	911	9.6	10	...	...	56	7	...	43	...	...	...
Roman Catholic, ...	40	3,657	38.6	1,415	621	473	...	648	...	253	...	...	...
Undenominational and others, ...	19	779	8.2	162	102	126	17	190	92	849	...	...	...
Private Adventure, ...	103	9,467	99.5	3,017	1,522	1,216	104	948	188	2,472	...	...	...
Total, ...	14	1,817	19.1	754	220	308	8	36	41	450	...	...	...
Parochial, ...	4	426	4.4	228	40	129	3	3	7	16	...	...	...
Side, ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Parliamentary, ...	7	723	7.6	229	210	114	...	...	...	...	...	...	...
Church of Scotland, ...	9	842	8.8	143	274	31	12	21	3	134	...	...	...
Free Church, ...	1	174	1.8	58	46	30	3	34	...	357	...	...	...
U. P. and other Presbyterian, ...	1	138	1.4	18	9	5	...	...	...	30	...	...	...
Episcopalian, ...	8	911	9.6	10	...	...	56	7	...	43	...	...	...
Roman Catholic, ...	40	3,657	38.6	1,415	621	473	...	648	...	253	...	...	...
Undenominational and others, ...	19	779	8.2	162	102	126	17	190	92	849	...	...	...
Private Adventure, ...	103	9,467	99.5	3,017	1,522	1,216	104	948	188	2,472	...	...	...
Total, ...	14	1,817	19.1	754	220	308	8	36	41	450	...	...	...
Parochial, ...	4	426	4.4	228	40	129	3	3	7	16	...	...	...
Side, ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Parliamentary, ...	7	723	7.6	229	210	114	...	...	...	...	...	...	...
Church of Scotland, ...	9	842	8.8	143	274	31	12	21	3	134	...	...	...
Free Church, ...	1	174	1.8	58	46	30	3	34	...	357	...	...	...
U. P. and other Presbyterian, ...	1	138	1.4	18	9	5	...	...	...	30	...	...	...
Episcopalian, ...	8	911	9.6	10	...	...	56	7	...	43	...	...	...
Roman Catholic, ...	40	3,657	38.6	1,415	621	473	...	648	...	253	...	...	...
Undenominational and others, ...	19	779	8.2	162	102	126	17	190	92	849	...	...	...
Private Adventure, ...	103	9,467	99.5	3,017	1,522	1,216	104	948	188	2,472	...	...	...
Total, ...	14	1,817	19.1	754	220	308	8	36	41	450	...	...	...

COUNTY.	DESCRIPTION AND NUMBER OF SCHOOLS.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) in the County (per cent).	RELIGIOUS DENOMINATIONS TO WHICH SCHOLARS BELONG.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Deno- minations.	Not known and not stated.
ROSS AND CROMARTY, ... 1 vacant, " " 1 vacant, " " 1 vacant, " " 1 vacant, " " 1 vacant,	Parochial, ...	34	2,064	16.9	477	1,429	27	2	4	56	69
	Side, ...	...	...	...	...	...	...	...	...	...	...
	Parliamentary, ...	4	211	1.7	22	189	...	...	...	...	...
	Church of Scotland, ...	13	642	5.2	90	518	5	5	22	...	2
	Free Church, ...	81	6,236	51.3	133	5,756	5	...	11	12	319
	U. P. and other Presbyterian, Episcopalian, ...	1	45	0.3	...	25	20	...	...	...	...
	Episcopalian, ...	2	171	1.4	6	107	...	50	...	...	8
	Roman Catholic, ...	...	...	...	...	...	...	...	...	...	...
	Undenominational and others, Private Adventure, ...	39	2,300	18.9	140	2,078	50	...	7	5	20
	Total, ...	18	473	3.8	70	312	15	1	...	4	71
		192	12,142	99.5	938	10,414	122	58	44	77	489
ROXBURGH, ...	Parochial, ...	34	2,931	36.1	1,558	599	610	12	13	55	84
	Side, ...	9	482	5.9	286	54	91	...	9	26	16
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	10	1,083	13.3	505	169	177	18	31	41	142
	Free Church, ...	2	95	1.1	28	39	26	...	...	...	2
	U. P. and other Presbyterian, Episcopalian, ...	1	75	0.9	26	5	8	1	...	4	31
	Episcopalian, ...	5	536	6.6	124	40	57	181	6	33	95
	Roman Catholic, ...	4	191	2.3	...	...	...	...	176	...	15
	Undenominational and others, Private Adventure, ...	24	1,580	19.5	673	240	322	18	15	45	267
	Total, ...	31	1,127	13.9	385	195	272	41	1	51	182
1 to be opened shortly,		120	8,100	99.6	3,585	1,341	1,563	271	251	255	834

SELKIRK, ...	Parochial, ...	6	683	35.7	382	96	147	7	...	30	21
	Side, ...	2	58	3.0	21	8	26	...	...	...	1
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	2	41	2.1	25	7	...	...	...	9	...
	Free Church, ...	...	...	...	...	...	...	...	...	...	...
	U. P. and other Presbyterian, ...	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	1	132	6.9	27	26	30	38	4	4	3
	Roman Catholic, ...	1	30	1.5	...	...	...	...	22	...	8
	Undenominational and others, ...	8	702	36.7	236	75	144	9	7	30	201
	Private Adventure, ...	7	262	13.7	62	19	93	5	...	22	61
	Total, ...	27	1,908	99.6	753	231	440	59	35	95	295
STIRLING, ...	Parochial, ...	23	2,416	17.1	1,584	294	345	11	60	45	77
	Side, ...	5	282	2.0	167	38	46	...	16	...	20
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	17	1,064	7.5	758	109	125	...	31	...	41
	Free Church, ...	11	1,200	8.5	449	366	119	...	46	46	174
	U. P. and other Presbyterian, ...	4	378	2.6	37	29	92	...	2	...	218
	Episcopalian, ...	2	183	1.2	21	...	11	151	...	...	...
	Roman Catholic, ...	5	689	4.8	2	...	...	...	648	...	39
	Undenominational and others, ...	50	5,513	39.1	2,126	922	1,033	33	99	421	879
	Private Adventure, ...	48	2,356	16.7	981	357	462	17	60	191	288
	Total, ...	165	14,081	99.5	6,125	2,110	2,233	212	962	703	1,736
SUTHERLAND, ...	Parochial, ...	13	765	21.0	214	505	...	4	3	...	39
	Side, ...	1	20	0.5	...	20	...	...	...	...	...
	Parliamentary, ...	3	153	4.2	7	146	...	...	...	...	...
	Church of Scotland, ...	13	649	17.8	58	591	...	...	...	...	...
	Free Church, ...	27	1,530	42.1	24	1,463	...	...	...	...	43
	U. P. and other Presbyterian, ...	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	...	...	...	...	...	...	...	...	...	...
	Roman Catholic, ...	...	...	...	...	...	...	...	...	...	...
	Undenominational and others, ...	13	454	12.5	40	400	...	...	...	...	14
	Private Adventure, ...	4	58	1.5	6	52	...	...	...	...	...
	Total, ...	74	3,629	99.6	349	3,177	...	4	3	...	96

1 shut,

2 vacant,

1 no Roll exhibited,

COUNTY.	DESCRIPTION AND NUMBER OF SCHOOLS.		Number of Scholars (on the Roll).	Proportion to Total Number of Scholars (on the Roll) in the County (per cent.)	RELIGIOUS DENOMINATIONS TO WHICH SCHOLARS BELONG.						
	Description.	Number.			Church of Scotland.	Free Church.	United Presbyterian.	Episcopalian.	Roman Catholic.	Other Deno- minations.	Not known and not stated.
WIGTOWN, ...	Parochial, ...	14	1,353	25.4	918	142	96	...	59	41	97
	Side, ...	6	372	6.9	217	129	7	...	12	7	...
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...
	Church of Scotland, ...	6	316	5.9	225	57	20	...	6	...	8
	Free Church, ...	8	680	12.7	221	318	74	...	17	31	19
	U. P. and other Presbyterian, Episcopalian, ...	...	...	...	...	...	...	...	...	...	...
	Roman Catholic, ...	...	...	...	...	...	...	...	...	...	...
	Undenominational and others, Private Adventure, ...	18 34	1,613 981	30.3 18.4	646 477	297 124	185 83	14 ...	57 47	80 7	834 233
	Total, ...	86	5,315	99.6	2,704	1,077	465	14	198	166	691

III.—TABLES showing the NUMBER OF SCHOLARS to each Teacher in the Schools receiving, and not receiving 'Government Aid, and in Private Adventure Schools.

(1.) TABLE showing the NUMBER OF SCHOOLS RECEIVING GOVERNMENT AID, with the Number of Scholars on the Roll and in Actual Attendance in such Schools, and the Proportion of Scholars on the Roll, to the Total Number of Scholars in each (Registration) County of Scotland.

COUNTY.	Total No. of Schools receiving Government Aid.	NUMBER OF SCHOLARS		Proportion of Scholars on the Roll to the Total No. of Scholars in each county (per cent.)
		On the Roll.	In Actual Attendance.	
Aberdeen,.....	96	7,532	6,593	31·6
Argyll,.....	66*	5,285	4,150	40·8
Ayr,.....	97	14,259	10,940	57·6
Banff,.....(2 closed)	45	4,217	3,631	45·4
Berwick,.....	21	2,074	1,723	32·7
Bute,.....	9	592	505	24·7
Caithness,.....	19	1,889	1,449	33·7
Clackmannan,.....	10	1,162	967	34·3
Dumbarton,.....	35	4,069	3,293	58·7
Dumfries,.....(1 closed)	22	2,395	2,050	22·3
Edinburgh,.....	40	3,599	2,923	48·6
Elgin,.....	27	3,295	2,806	46·2
Fife,.....(1 vacant)	81	11,346	9,304	45·5
Forfar,.....	79	8,823	7,634	46·1
Haddington,.....	21	2,516	2,019	41·5
Inverness,.....	26†	1,910	1,455	20·6
Kincardine,.....	29	2,336	1,972	43·8
Kinross,.....	7	704	629	56·0
Kirkcudbright,.....	32	3,372	2,805	46·2
Lanark,.....(1 closed)	84	13,402	10,586	41·1
Linlithgow,.....	17	1,910	1,534	33·7
Nairn,.....	6	497	429	42·2
Orkney,.....	6	465	404	10·3
Shetland,.....	3	206	166	9·2
Peebles,.....	9	824	691	45·4
Perth,.....	94	8,002	6,749	48·6
Renfrew,.....	39	5,319	4,061	56·1
Ross and Cromarty,.....	40	3,591	2,937	29·5
Roxburgh,.....	26	2,521	2,115	31·1
Selkirk,.....	5	727	613	38·1
Stirling,.....	46	5,844	4,726	41·5
Sutherland,.....	27	1,712	1,354	47·1
Wigtown,.....	24	2,202	1,818	41·4
Total,.....	1188	128,597	105,031	41·1

* Exclusive of 3 schools in Kilmore and Kilbride, and 1 in Campbeltown.

† Exclusive of 1 school in Skye not identified, and 1 vacant.

(2.) TABLE showing the NUMBER OF SCHOOLS NOT RECEIVING GOVERNMENT AID (excluding Private Adventure Schools), the Number of Teachers and Assistants, the Number of Scholars on the Roll, and in Actual Attendance, in such Schools; and the Proportion of the latter to each of such Teachers or Assistants, in each (Registration) County of Scotland.

COUNTY.	Total No. of Schools not receiving Government Aid, exclusive of Private Adventure Schools.	NUMBER OF TEACHERS AND ASSISTANTS.					NUMBER OF SCHOLARS.		Average No. of Scholars (in Actual Attendance) to each Teacher or Assistant.
		Teachers.		Assistants.		Total.	On the Roll.	In Actual Attendance.	
		M.	F.	M.	F.				
Aberdeen,.....	218	150	83	1	...	234	13,236	11,593	49.5
Argyll,*	170	139	26	...	...	165	6,929	5,497	33.3
Ayr, ...	97	86	27	6	...	119	7,716	6,104	51.2
Banff, ...	57	33	29	...	2	64	3,157	2,770	43.2
Berwick, ...	45	41	8	2	...	51	3,332	2,896	56.7
Bute,.....	22	24	7	2	1	34	1,616	1,389	40.8
Caithness,.....	62	55	13	1	...	69	2,682	2,121	30.7
Clackmannan, ...	14	23	10	3	1	37	1,699	1,490	40.2
Dumbarton, ...	33	24	10	...	...	34	1,946	1,557	45.7
Dumfries, ...	105	90	23	6	3	122	6,874	5,917	48.5
Edinburgh, ...	51	36	21	3	2	62	3,577	2,988	48.1
Elgin, ...	57	88	24	3	1	66	2,851	2,405	36.4
Fife, ...	121	88	45	9	8	150	10,494	8,840	58.9
Forfar, ...	76	79	45	11	1	136	7,603	6,690	49.1
Haddington, ...	46	34	21	1	6	62	2,830	2,472	39.8
Inverness,.....	151	134	21	...	1	156	7,049	5,160	33.0
Kincardine, ...	48	32	18	...	...	50	2,367	2,075	41.5
Kinross, ...	8	6	4	...	...	10	459	412	41.2
Kirkcudbright,.....	56	48	11	...	1	60	3,587	3,032	50.5
Lanark,.....	158	134	45	10	2	191	14,613	11,323	59.2
Linlithgow, ...	26	22	9	1	...	32	2,937	2,162	67.5
Nairn, ...	11	11	1	1	...	13	550	475	36.5
Orkney,....	81	59	25	...	...	84	3,487	2,823	33.6
Shetland, ...	48	45	3	1	1	50	1,789	1,426	28.5
Peebles, ...	21	19	4	...	...	23	845	761	33.0
Perth, ...	164	139	45	1	2	187	7,568	6,498	34.7
Renfrew, ...	45	26	25	...	...	51	2,369	2,570	50.3
Ross and Cromarty, ...	134	125	12	...	...	137	8,078	6,439	47.0
Roxburgh, ...	67	53	16	1	2	72	4,452	3,885	52.8
Selkirk,.....	15	14	2	1	...	17	919	841	49.4
Stirling, ...	71	60	19	6	...	85	5,881	4,809	56.5
Sutherland, ...	43	35	9	...	...	44	1,859	1,372	31.1
Wigtown,.....	28	25	8	...	2	35	2,132	1,815	51.8
Total,.....	2,345	1927	669	70	36	2702	148,483	122,607	45.3

* Exclusive of Kilmore and Kilbride.

(3.) TABLE showing the NUMBER OF PRIVATE ADVENTURE SCHOOLS, the Number of Teachers and Assistants, the Number of Scholars on the Roll and in Actual Attendance in such Schools, and the Average Number of the latter to each of such Teachers or Assistants in each (Registration) County of Scotland.

COUNTY.	Total Number of Private Adventure Schools.	NUMBER OF TEACHERS AND ASSISTANTS.					NUMBER OF SCHOLARS.		Average Number of Scholars (in Actual Attendance) to each Teacher or Assistant.
		Teachers.		Assistnts.		TOTAL.	On the Roll.	In Actual Attendance.	
		M.	F.	M.	F.				
Aberdeen, ...	116	13	104	...	...	117	3,018	2,469	21.1
Argyll, ...	14*	7	7	...	...	14	288	255	18.2
Ayr, ... (1 information refused.)	55	17	38	...	5	60	2,778	2,234	37.2
Banff, ...	53	13	43	...	10	66	1,914	1,615	24.4
Berwick, ...	25	6	19	...	...	25	936	804	32.1
Bute, ...	6	3	6	...	...	9	188	172	19.1
Caithness, ... (2 vacant)	32	8	25	...	...	33	1,022	828	25.0
Clackmannan, (1 infor- mation refused.)	8	4	8	...	1	13	524	459	35.3
Dumbarton, ...	14	6	13	...	...	19	911	782	41.1
Dumfries, (1 no infor- mation.)	39	14	25	...	...	39	1,424	1,175	30.1
Edinburgh, ...	9	2	7	...	...	9	223	177	19.6
Elgin, ...	30	12	28	...	...	40	971	790	19.7
Forfar, ...	63	30	55	2	6	93	3,065	2,419	26.0
Fife, ...	58	17	55	...	2	74	2,673	2,183	29.5
Haddington, ...	23	8	18	...	5	31	703	583	18.8
Inverness, ...	10	8	2	...	...	10	292	230	23.0
Kincardine, ...	22	5	18	...	1	24	626	488	20.3
Kinross, ...	3	1	2	...	...	3	93	79	26.3
Kirkcudbright, ...	10	3	8	...	...	11	325	279	25.3
Lanark, ...	71	50	62	3	10	125	4,532	3,708	29.6
Linlithgow, ...	12	4	13	...	...	17	808	654	38.4
Nairn, ...	4	...	7	...	...	7	130	112	16.0
Orkney, ...	24	8	16	...	...	24	549	473	19.7
Shetland, ... (1 vacant)	11	7	4	...	...	11	228	164	14.9
Peebles, ...	6	1	5	...	4	10	142	113	11.3
Perth, ...	31	9	28	...	1	38	884	730	19.2
Renfrew, ...	19	10	10	...	...	20	779	634	31.7
Ross and Cromarty, ...	18	6	14	...	3	23	473	376	16.3
Roxburgh, ...	31	16	25	2	5	48	1,127	1,039	21.6
Selkirk, ...	7	1	9	...	1	11	262	231	21.0
Stirling, ...	48	21	30	...	1	52	2,356	2,034	39.1
Sutherland, ...	4	1	3	...	...	4	58	58	14.5
Wigtown, ...	34	8	33	...	...	41	981	754	18.3
Total, ...	910	319	740	7	55	1121	35,283	29,101	25.9

* Exclusive of 2 Private Adventure Schools in Kilmore and Kilbride.

SUMMARY OF TABLES (1.) (2.) (3.)

TABLE showing for each (Registration) County of Scotland the **AVERAGE** **NUMBER OF SCHOLARS** (in **ACTUAL** or **AVERAGE ATTENDANCE**) to **EACH TEACHER OR ASSISTANT**, and also to each **TEACHER, ASSISTANT, or PUPIL-TEACHER**.

COUNTY.	Schools UNAIDED by Government.		Schools AIDED by Government.	
	Average Number of Scholars (in Actual Attendance) to each Teacher or Assistant, in Schools (other than Private Adventure Schools) not receiving Government aid.	Average Number of Scholars (in Actual Attendance) to each Teacher or Assistant, in Private Adventure Schools.	Average Number of Scholars (in Average Attendance) to each Teacher or Assistant, in Schools receiving Government aid.	Average Number of Scholars (in Average Attendance) to each Teacher, Assistant, or Pupil-Teacher, in Schools receiving Government aid.
Aberdeen, ...	49.5	21.1	74	42
Argyll, ...	33.3	18.2	54	36
Ayr, ...	51.2	37.2	85	41
Banff, ...	43.2	24.4	74	41
Berwick, ...	56.7	32.1	68	47
Bute, ...	40.8	19.1	54	49
Caithness, ...	30.7	25.0	57	35
Clackmannan, ...	40.2	35.3	75	39
Dumbarton, ...	45.7	41.1	74	40
Dumfries, ...	48.5	30.1	70	43
Edinburgh, ...	48.1	19.6	101	45
Elgin, ...	36.4	19.7	90	42
Fife, ...	58.9	26.0	100	45
Forfar, ...	49.1	29.5	87	40
Haddington, ...	39.8	18.8	70	52
Inverness, ...	33.0	23.0	63	39
Kincardine, ...	41.5	20.3	56	37
Kinross, ...	41.2	26.3	94	55
Kirkcudbright, ...	50.	25.3	72	42
Lanark, ...	59.2	29.6	99	44
Linlithgow, ...	67.5	38.4	76	40
Nairn, ...	36.5	16.0	61	45
Orkney, ...	33.6	19.7	46	37
Sutherland, ...	28.5	14.9		
Peebles, ...	53.0	11.3	64	47
Perth, ...	34.7	19.2	68	39
Renfrew, ...	50.3	31.7	93	42
Ross and Cromarty, ...	47.0	16.3	65	39
Roxburgh, ...	52.8	21.6	67	47
Selkirk, ...	49.4	21.0	86	51
Stirling, ...	56.5	39.1	87	43
Sutherland, ...	31.1	14.5	48	32
Wigtown, ...	51.8	18.3	72	46
	45.3	25.9	82	42

TABLE showing—for each County of Scotland—the Per-centage of Children of School Age (above 4 and under 15 years), as at the Census of 1861, who are Scholars on the Roll, as given in the Registrars' Statistics; the Per-centage of such Children who are Scholars on the Roll of Schools receiving Government Aid; and the Per-centage of such Children attending no School.

N.B.—In this Table, the total number of Children of School Age, viz., above 4 and under 15 years (Census 1861), is assumed as an approximation to the number of Children who should be at School; and, accordingly, where the per-centage of Scholars on the Roll (col. 2) is low, it would indicate a deficiency of education—which deficiency is further shown in col. 4 by the remainder of the per-centage in col. 2 being there set down.

COUNTY.	Per Cent. of Children above 4 and under 15 years who are at School (on the Roll).	Per Cent. of such Children who are Scholars on the Roll of Schools receiving Government Aid.	Per Cent. of such Children not attending School.
(1.)	(2.)	(3.)	(4.)
Aberdeen, ...	66.9	21.2	33.1
Argyll, ...	65.9	26.9	34.1
Ayr, ...	61.2	35.2	33.8
Banff, ...	67.1	30.4	32.9
Berwick, ...	75.3	24.6	24.7
Bute, ...	67.7	16.7	32.3
Caithness, ...	58.9	18.8	41.1
Clackmannan, ...	69.5	23.8	30.5
Dumbarton, ...	57.0	33.5	43.0
Dumfries, ...	71.1	15.9	28.9
Edinburgh, ...	65.9	32.0	34.1
Elgin, ...	67.1	31.1	32.9
Fife, ...	71.1	32.4	28.9
Forfar, ...	73.3	33.8	26.7
Haddington, ...	68.2	28.4	31.8
Inverness, ...	62.4	12.8	37.6
Kincardine, ...	63.4	27.8	36.6
Kinross, ...	63.5	35.6	36.5
Kirkcudbright, ...	73.9	34.2	26.1
Lanark, ...	59.2	24.3	40.8
Linlithgow, ...	71.0	24.0	29.0
Nairn, ...	64.6	26.1	35.4
Orkney, ...	64.1	6.6	35.9
Shetland, ...	32.5	3.0	67.5
Peebles, ...	69.3	31.5	30.7
Perth, ...	71.2	34.6	28.8
Renfrew, ...	58.9	33.1	41.1
Ross and Cromarty, ...	67.2	19.8	32.8
Roxburgh, ...	67.0	20.8	33.0
Selkirk, ...	78.7	30.0	21.3
Stirling, ...	67.1	27.8	32.9
Sutherland, ...	69.2	32.6	30.8
Wigtown, ...	61.4	25.4	38.6
TOTAL, ...	65.5	26.9	34.5

TABLE showing—for each County of Scotland—the Per-centage of Children of School Age (above 2 and under 15 years), as at the Census of 1861, who are Scholars on the Roll, as given in the Registrars' Statistics; the Per-centage of such Children who are Scholars on the Roll of Schools receiving Government Aid; and the Per-centage of such Children attending no School.

COUNTY.	Per Cent. of Children above 2 and under 15 years who are at School (on the Roll).	Per Cent. of such Children who are Scholars on the Roll of Schools receiving Government Aid.	Per Cent. of such Children not attending School.
(1.)	(2.)	(3.)	(4.)
Aberdeen, ...	54·5	17·2	45·5
Argyll, ...	54·3	22·2	45·7
Ayr, ...	49·1	28·3	50·9
Banff, ...	54·4	24·7	45·6
Berwick, ...	67·4	22·0	32·6
Bute, ...	55·7	13·7	44·3
Caithness, ...	47·7	16·1	52·3
Clackmannan, ...	55·8	19·1	44·2
Dumbarton, ...	45·8	26·9	54·2
Dumfries, ...	58·4	13·0	41·6
Edinburgh, ...	53·7	26·1	46·3
Elgin, ...	54·9	25·4	45·1
Fife, ...	57·9	26·3	42·1
Forfar, ...	59·9	27·6	40·1
Haddington, ...	55·8	23·2	44·2
Inverness, ...	51·5	10·6	48·5
Kincardine, ...	52·4	22·9	47·6
Kinross, ...	51·9	29·1	48·1
Kirkcudbright, ...	60·5	28·0	39·5
Lanark, ...	46·9	19·3	53·1
Linlithgow, ...	56·0	18·9	44·0
Nairn, ...	53·6	22·6	46·4
Orkney, ...	53·1	5·4	46·9
Shetland, ...	26·5	2·4	73·5
Peebles, ...	56·2	25·6	43·8
Perth, ...	58·6	28·5	41·4
Renfrew, ...	47·7	26·8	52·3
Ross and Cromarty, ...	54·9	16·2	45·1
Roxburgh, ...	54·6	17·0	45·4
Selkirk, ...	63·4	24·1	36·6
Stirling, ...	54·2	22·4	45·8
Sutherland, ...	57·6	27·1	42·4
Wigtown, ...	50·8	21·0	49·2
TOTAL, ...	53·3	21·9	46·7

TABLE showing, as to each County of Scotland, the Ratio of existing Schools (as given in Registrars' Statistics) to the Population (within the parts of the County embraced by such Statistics); and the proportion of Government aided Scholars (as given in Registrars' Statistics) to the Total Number of Scholars (as given in such Statistics).

COUNTY.	Ratio of existing Schools (as given in Registrars' Statistics) to Population 1861, 1 to Persons.	Proportion of Government aided Scholars to Total Number of Scholars. Per Cent.
(1.)	(2.)	(3.)
Aberdeen, ...	344	31·6
Argyll, ...	325	40·8
Ayr,.....	670	57·6
Banff, ...	361	45·4
Berwick, ...	400	32·7
Bute, ...	441	24·7
Caithness, ...	373	33·7
Clackmannan and Kinross, ...	577	40·2
Dumbarton,.....	660	58·7
Dumfries, ...	375	22·3
Edinburgh, ...	466	43·6
Elgin and Nairn, ...	389	45·7
Fife,.....	556	45·5
Forfar,.....	540	46·1
Haddington, ...	418	41·5
Inverness, ...	355	20·6
Kincardine,.....	352	43·8
Kinross (see Clackmannan),.....	...	...
Kirkcudbright, ...	433	46·2
Lanark, ...	733	41·1
Linlithgow,.....	604	33·7
Nairn (see Elgin), ...	...	...
Orkney, and	291	10·3
Shetland,.....	510	9·2
Peebles, ...	313	45·4
Perth, ...	370	48·6
Renfrew,.....	696	56·1
Ross and Cromarty, ...	429	29·5
Roxburgh, ...	447	31·1
Selkirk, ...	385	38·1
Stirling, ...	534	41·5
Sutherland,...	326	47·1
Wigtown, ...	411	41·4
TOTAL,.....	460	41·1

RETURN relative to GOVERNMENT AIDED SCHOOLS, for Year ending 31st December 1865, furnished by Committee of Council—showing the Number of such Schools; the Number of Teachers, Assistant Teachers, and Pupil-Teachers; the Number of Scholars on the Roll, Present on Day of Inspection, and in Average Attendance; and the Average Number of the latter to each Teacher or Assistant Teacher, and to each Teacher, Assistant, or Pupil-Teacher.

COUNTY.	NUMBER OF TEACHERS, ASSISTANT TEACHERS, AND PUPIL TEACHERS.					NUMBER OF SCHOLARS			AVERAGE NUMBER OF SCHOLARS IN AVERAGE ATTENDANCE		
	Teachers.		Assistant Teachers.		Pupil Teachers.	On Roll.	Present on day of Inspection.	In Average Attendance.	To each Teacher, or Assistant Teacher.	To each Teacher, Assistant Teacher, or Pupil Teacher.	
	M.	F.	M.	F.							
Total Number of Schools receiving Government Aid.											
Aberdeen, ...	90	58	4	...	66	54	13,877	71,724	11,314	74	42
Argyll,.....	74	19	1	...	27	13	5,270	4,141	4,329	54	36
Ayr,.....	115	37	6	1	133	35	16,321	13,832	13,201	85	41
Barr,.....	44	18	1	...	29	14	4,677	3,998	3,858	74	41
Berwick, ...	23	4	...	...	6	5	2,187	1,719	1,703	68	47
Bute, ...	10	2	...	...	1	...	695	479	543	54	49
Caithness, ...	20	6	1	...	12	4	1,969	1,395	1,433	57	35
Clackmannan,.....	10	4	...	...	7	5	1,266	996	972	75	39
Dumarton, ...	35	16	...	...	25	10	3,974	3,368	3,097	74	40
Dumfries, ...	29	6	3	1	16	6	2,947	2,636	2,434	70	43
Edinburgh, ...	122	83	3	2	103	127	22,802	18,671	18,812	101	45
Elgin, ...	28	9	...	...	20	15	3,318	2,881	2,739	90	42
Forfar, ...	117	48	4	3	99	57	15,532	13,074	12,545	87	40
Fife, ...	88	21	5	...	88	37	1,091	10,291	10,288	100	45
Haddington, ...	25	8	2	...	7	3	2,584	2,105	2,036	70	52
Inverness, ...	45	10	...	...	21	8	4,052	3,471	2,938	63	39
Kincardine, ...	29	13	2	...	13	4	2,404	2,110	1,892	56	37
Kinross, ...	6	7	...	...	5	...	668	618	661	94	55
Kirkcudbright, ...	34	12	...	...	16	10	3,324	2,880	2,650	72	42
Lanark, ...	167	91	23	5	238	142	36,807	30,226	29,817	99	44
Linlithgow, ...	20	11	...	...	17	7	2,632	2,121	2,041	76	40
Nairn, ...	7	1	...	...	3	...	691	601	492	61	45
Orkney, ...	11	...	1	...	3	...	671	611	596	46	37
Peebles, ...	10	4	...	...	4	...	832	722	707	64	47
Perth, ...	117	25	1	1	75	23	11,241	9,155	9,041	68	39
Renfrew, ...	70	33	2	...	71	40	10,779	9,029	8,640	93	42
Ross, ...	44	4	...	...	29	3	3,835	3,069	3,052	65	39
Roxburgh, ...	27	9	1	...	6	7	2,702	2,123	2,078	67	47
Selkirk, ...	5	...	1	...	4	...	696	1	514	86	51
Stirling, ...	49	17	...	...	33	26	6,130	4,929	5,069	87	43
Sutherland, ...	29	2	1	...	15	...	1,993	1,467	1,428	48	32
Wigtown, ...	31	7	...	...	10	8	3,032	2,665	2,307	72	46
	1,568	578	62	13	1202	663	202,999	167,788	163,227	82	42

NOTE.

It is necessary to observe that the following Table does not exhibit the whole amount of money raised or expended upon education in Scotland. There are, in fact, no available means for giving an exhaustive statement on the subject. But this Table, which has been compiled from official documents, contains a statement of the amount of money derived from certain specified sources.

Accordingly, it will be observed that it contains no account of school fees, or of sums expended in the erection, maintenance, or repair of school buildings. Moreover, it is well known that considerable sums are received, in support of education, from many heritors (in addition to their legal payments to parochial schools), from proprietors of public works, from churches and individual congregations, as well as from private individuals, and from various societies, mortifications, and bequests, besides those specified in the Table; but it is obvious that to procure exact information on all these points would be almost impossible.

In connexion with this subject, it must also be observed that the amount set down as contributed by the Church of Scotland does not include—as in the case of the Free Church—the sums raised and expended by individual congregations, but is limited to the payments made by the Education Committee of the General Assembly. No exact account of such sums exists; but Mr. Laurie, Secretary to the Committee, estimates that if they were added to the amount here given, the total annual expenditure by the Church of Scotland in support of schools would amount to from £26,000 to £30,000.

It may be added that this Table is in no way based upon the Tables compiled from the Registrars' statistics, and that the apparent discrepancies between them arise from the fact that the Registrars' statistics apply to the parishes and population from which returns were received, while the following Table has been compiled from returns connected with schools in every district of Scotland.

In order to complete the statistical information as to the schools in Scotland, a Table is appended showing the population of the country at last census (1861), arranged according to the following divisions, viz., mainland and islands, and burghal and landward :—

CENSUS 1861		POPULATION.
1. Mainland (including shipping), .	.	2,897,300
2. 186 Islands . (Do.), .	.	164,994
TOTAL,		3,062,294
1. Burghal—		
Royal and Parliamentary Burghs, . . .	.	1,278,571
78 Towns of 2000 inhabitants and upwards, . . .	.	289,057
		1,567,628
2. Landward—		
529 Villages from 300 to 2000 inhabitants, . . .	383,174	
Villages under 300 inhabitants, and Rural, . . .	1,104,102	
		1,487,276
		3,054,904
Add Royal Navy and Merchant Seamen, . . .	.	7,390
		3,062,294
TOTAL,		3,062,294

ABSTRACT.—TABLE showing the AMOUNTS CONTRIBUTED IN SUPPORT OF DIFFERENT CLASSES OF SCHOOLS by (1.) Landward Heritors, (2.) The Lords of the Treasury, under 1 and 2 Vict. Cap. 87, (3.) The Committee of Council, and (4.) by the undermentioned Churches, Societies, and Bequests; and the NUMBER AND DESIGNATION OF THE SCHOOLS SO ASSISTED, in each County of Scotland.

AMOUNTS CONTRIBUTED BY																								
Designation of Assisted Schools.	(2.) LORDS OF THE TREASURY under 1 and 2 Vict. Cap. 87.											(3.) COMMITTEE of Council.				(4.) CHURCHES, SOCIETIES, AND BEQUESTS.								TOTAL.
	(1.) LANDWARD Heritors.		(2.) LORDS OF THE TREASURY under 1 and 2 Vict. Cap. 87.		(3.) COMMITTEE of Council.			F. C. Ed. Com. and Ladies' Association.		Ch. of Scot. Ed. Com. and Ladies' Association.		Soc. for Prop. Christ. Know.		Gaelic School Society.		Dick Bequest.		Milne Bequest.		Ferguson Bequest.				
	No. of Schs.	£ s. d.	No. of Schs.	£ s. d.	No. of Schs.	£ s. d.	No. of Schs.	£ s. d.	No. of Schs.	£ s. d.	No. of Schs.	£ s. d.	No. of Schs.	£ s. d.	No. of Schs.	£ s. d.	No. of Schs.	£ s. d.	No. of Schs.	£ s. d.	No. of Schs.	£ s. d.		
Parochial and Side, ...	1008	47,768 6 11½	...	...	...	...	...	334	13,798 8 8	...	...	...	...	...	...	...	...	135	4362 4 0	75	1500 0 0	...	...	67,498 19 7½
Parliamentary, ...	...	...	...	29	869 0 0	3	98 0 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	967 0 0	
Ch. of Scot., ...	...	...	...	...	...	312	14,974 19 10	236	4563 0 0	...	...	...	...	...	...	...	...	...	...	...	105	905 0 0	20,442 19 10	
Free Church, ...	...	...	...	...	...	377	21,014 9 11	...	742	14,683 10 0	...	...	...	...	...	...	...	...	...	...	78	632 0 0	36,929 19 11	
U. P. and other Presbyterians, ...	...	...	...	...	...	1	22 18 4	...	...	...	...	...	...	...	...	...	...	...	...	...	30	417 0 0	439 18 4	
Episcopalian, ...	...	...	...	...	...	73	3,481 18 5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,481 18 5	
Rom. Catholic, ...	...	...	...	...	...	40	2,402 9 1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,402 9 1	
Undenom. etc. ...	...	...	...	...	...	300	15,238 11 9	...	...	...	...	...	...	...	...	...	...	...	...	...	76	807 0 0	20,925 1 9	
TOTAL, 1008	47,768 6 11½	29	869 0 0	1440	71,031 16 0	236	4563 0 0	742	14,683 10 0	248	3854 10 0	41	1025 0 0	135	4362 4 0	75	1500 0 0	289	2761 0 0	152,418 6 11½				

ALL SCOTLAND.

In this Table (as well as in the Tables based on the Registrars' Statistics) the Schools supported by the Society for Propagating Christian Knowledge are not inserted as Church of Scotland Schools, although that Society is legally connected with the Church, but are put under the heading 'Undenominational, etc.' The object of this classification is to show, as far as possible, the number of Schools *directly* supported by the different Churches.

* The Ladies' Association of the Church of Scotland contributed £448, and the Free Church Ladies' Association £1736, 15s., to their respective Schools—these sums being included in the amounts above given.

COUNTY.	Designation of Assisted Schools.	AMOUNTS CONTRIBUTED BY																TOTAL.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
		(4.) CHURCHES, SOCIETIES, AND BEQUESTS.														(2.) Lords of the Treasury, under 1 & 2 Vict. Cap. 87.	(3.) Committee of Council.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
		(1.) Land-ward Heritors	£	s.	d.	No. of Schs.	£	s.	d.	No. of Schs.	£	s.	d.	No. of Schs.	Ch. of Scot. Ed. Com. & Ladies' Assoc.		F. C. Ed. Com. and Ladies' Association.		Soc. for Prop. Chris. Know.	Gaelic School Society.	Dick Bequest.	Milno Bequest.	Ferguson Bequest.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
CLACK-MANNAN,	Parochial and Side, Parliamentary, Church of Scotland	4	235	0	0	...	...	...	...	2	143	15	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...</

HADDINGTON.	Parochial and Side, 281411 0 0	...	5 164 16 8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1575 16 8
	Parliamentary, ...	...	6 162 5 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	162 5 0
	Free Church, ...	...	8 336 2 6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	519 14 4
	U. P. and other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Presbyterians, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Episcopalian, ...	...	1 1 13 4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1 13 4
	Roman Catholic, ...	...	3 160 18 4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	170 18 4
	Undenom., etc., ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	TOTAL, ... 281411 0 0	...	23 825 15 10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2430 7 8
INVERNESS,	Parochial and Side, 371400 19 7	...	7 216 13 4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1617 12 11
	Parliamentary, ...	...	10 336 11 836	...	...	...	...	...	...	...	...	...	...	...	...	...	...	98 0 0
	Church of Scotland	...	13 488 5 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1099 11 8
	Free Church, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2062 12 4
	U. P. and other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Presbyterians, ...	...	2 104 13 4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	104 13 4
	Episcopalian, ...	...	2 28 0 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	28 0 0
	Roman Catholic, ...	...	2 107 10 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1057 10 0
	Undenom., etc., ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	TOTAL, ... 371400 19 7	...	36 1281 13 436	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6068 0 3
KINCARDINE,	Parochial and Side, 211016 0 0	...	6 226 3 4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1242 3 4
	Parliamentary, ...	...	8 155 18 4 1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	168 18 4
	Church of Scotland	...	9 332 8 5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	572 14 1
	Free Church, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	U. P. and other	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Presbyterians, ...	...	4 90 0 10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	90 0 10
	Episcopalian, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Roman Catholic, ...	...	2 30 10 0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	78 10 0
	Undenom., etc., ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	TOTAL, ... 211016 0 0	...	29 885 0 11 1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2152 6 7

* Including £43 Superannuation Allowance.

COUNTY.	Designation of Assisted Schools.	AMOUNTS CONTRIBUTED BY															TOTAL.
		(4.) CHURCHES, SOCIETIES, AND BEQUESTS.															
		(1.) Land-ward Heritors	(2.) Lords of the Treasury, under 1 & 2 Vict. Cap. 87.	(3.) Committee of Council.	Ch. of Scot. Ed. Com. and Ladies' Association.	F. C. Ed. Com. and Ladies' Association.	Soc. for Prop. Chris. Know.	Gaelic School Society.	Dick Bequest.	Milne Bequest.	Ferguson Bequest.	TOTAL.					
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
		No. of Schls.	No. of Schls.	No. of Schls.	No. of Schls.	No. of Schls.	No. of Schls.	No. of Schls.	No. of Schls.	No. of Schls.	No. of Schls.	No. of Schls.	No. of Schls.	No. of Schls.	No. of Schls.	No. of Schls.	
ORKNEY.	Parochial and Side, 16	633 10 0	...	15 0 0	...	...	...	...	...	...	...	...	...	...	...	648 10 0	
	Parliamentary, 4	...	30 0 0	...	...	...	...	...	...	...	...	...	...	...	...	30 0 0	
	Church of Scotland, 1	...	...	15 0 0	23 471 0 0	...	...	...	...	...	...	...	...	...	...	486 0 0	
	Free Church, 2	...	...	73 15 0	...	18 226 15 3	...	...	...	...	...	...	...	...	...	300 10 3	
	U. P. and other Presbyterians, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Episcopalian, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
SHETLAND	Parochial and Side, 12	476 1 11	...	65 0 0	...	...	...	...	...	...	...	...	...	...	...	541 1 11	
	Parliamentary, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Church of Scotland, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Free Church, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	U. P. and other Presbyterians, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Episcopalian, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
TOTAL.	16	633 10 0	1 30 0 0	6 192 5 0	23 471 0 0	18 226 15 3	20 295 0 0	...	...	...	...	...	...	...	...	1848 10 3	
	12	476 1 11	...	3 85 0 0	...	...	15 382 0 0	...	...	...	...	...	...	...	...	943 1 11	

* Including Shetland.

† Including £24 Superannuation Allowance.

‡ See Orkney, : \$ Including £82 Superannuation Allowance.

[illegible]

BURGHS.

TABLE showing the Proportion of the Yearly Value or Rental (according to the Valuation Roll) to the Population as at the Census of 1861, in the Parliamentary and Royal Burghs of Scotland.

N.B.—The yearly rental of each Burgh is not specified in the Table, p. 45. The Calculations below are based on the Valuation as given in *Oliver and Boyd's Almanac for 1867* (the figures for which are supplied by the Town-Clerks of the respective Burghs),—such Valuation being, in most cases, applicable to the year 1866-7.

BURGH.	Population in 1861.	Yearly Value or Rental.	Proportion of Yearly Value or Rental to Population in 1861. (Per Head.)
Aberdeen,.....	73,805	£179,072 0 0	£2·4
*Airdrie,.....	12,922	20,024 0 0	1·5
*Annan,.....	3,473	8,620 0 0	2·4
Anstruther, Easter,.....	1,178	3,951 0 0	3·3
Anstruther, Wester,.....	367	1,521 0 0	4·1
*Arbroath,.....	17,593	48,081 0 0	2·7
*Ayr,.....	18,573	47,809 0 0	2·5
Banff,.....	6,781	9,937 0 0	1·4
Bervie,.....	952	1,852 0 0	1·9
Brechin,.....	7,179	11,271 0 0	1·5
†Burntisland,.....	3,143	10,688 0 0	3·4
Campbeltown,.....	6,033	15,022 0 0	2·4
Craik,.....	1,211	3,000 0 0	2·4
Cromarty,.....	1,491	1,906 0 0	1·2
Cullen,.....	3,543	2,993 0 0	0·8
Culross,.....	517	1,257 0 0	2·4
*Cupar-Fife,.....	5,029	13,386 0 0	2·6
Dingwall,.....	2,084	5,704 0 0	2·7
Dornoch,.....	647	651 0 0	1·0
Dumbarton,.....	8,253	25,599 0 0	3·1
*Dumfries,.....	14,023	33,043 0 0	2·3
Dunbar,.....	3,796	10,287 0 0	2·7
Dundee,.....	90,417	313,942 0 0	3·4
Dunfermline,.....	13,506	30,634 0 0	2·2
Dysart,.....	8,066	13,113 0 0	1·6
Edinburgh,.....	168,121	1,003,793 0 0	5·9
Elgin,.....	7,543	20,925 0 0	2·7
Falkirk,.....	9,030	22,862 0 0	2·5
Forfar,.....	9,258	18,197 0 0	1·9
Forres,.....	3,508	7,796 0 0	2·2
Fortrose,.....	928	6,590 0 0	7·1
†Glasgow,.....	394,864	1,808,430 0 0	4·5
Greenock,.....	42,098	181,158 0 0	4·3
Haddington,.....	3,897	12,696 0 0	3·2
*Hamilton,.....	10,688	26,450 0 0	2·4
Inveraray,.....	1,075	3,130 0 0	2·9
Inverkeithing,.....	1,817	2,894 0 0	1·5
Inverness,.....	12,509	40,603 0 0	3·2

* Exclusive of Railways.

† Including Railways and Canals.

BURGH.	Population in 1861.	Yearly Value or Rental.	Proportion of Yearly Value or Rental to Population in 1861. (Per Head.)
*Inverurie, ...	2,520	£5,832 0 0	£2·3
Irvine, ...	7,060	13,854 0 0	1·9
Jedburgh, ...	3,428	9,652 0 0	2·8
Kilmarnock, ...	22,619	46,490 0 0	2·0
Kilrenny, ...	2,145	3,500 0 0	1·6
†Kinghorn, ...	1,426	3,695 0 0	2·5
†Kintore, ...	568	1,930 0 0	3·3
Kirkcaldy, ...	10,841	31,396 0 0	2·8
Kirkcudbright, ...	2,638	6,094 0 0	2·3
Kirkwall, ...	3,519	6,247 0 0	1·7
Lanark, ...	5,384	9,306 0 0	1·7
Lauder, ...	1,137	2,223 0 0	1·9
Leith, ...	33,628	192,922 0 0	5·7
Linlithgow, ...	3,843	6,533 0 0	1·7
Lochmaben, ...	1,194	1,927 0 0	1·6
Montrose, ...	14,563	37,700 0 0	2·5
Musselburgh, ...	7,423	18,296 0 0	2·4
Nairn, ...	3,827	7,428 0 0	1·9
New Galloway, ...	462	823 0 0	1·7
North Berwick, ...	1,164	4,701 0 0	4·0
Oban, ...	1,940	8,422 0 0	4·3
Paisley, ...	47,406	117,196 0 0	2·4
†Peebles, ...	2,045	6,703 0 0	3·2
Perth, ...	25,250	75,611 0 0	2·9
Peterhead, ...	7,541	17,337 0 0	2·2
Pittenweem, ...	1,671	4,790 0 0	2·8
Port-Glasgow, ...	7,214	24,200 0 0	3·3
*Portobello, ...	4,366	26,030 0 0	5·9
Queensferry, ...	1,230	1,505 0 0	1·2
Renfrew, ...	3,412	6,488 0 0	1·9
Rothesay, ...	7,122	28,662 0 0	4·0
Rutherglen, ...	8,062	18,304 0 0	2·2
St. Andrews, ...	5,176	21,088 0 0	4·0
Sanquhar, ...	1,754	2,437 0 0	1·3
Selkirk, ...	3,695	10,526 0 0	2·8
*Stirling, ...	13,707	43,672 0 0	3·1
Stranraer, ...	6,273	13,062 0 0	2·0
Tain, ...	1,779	4,055 0 0	2·2
Whithorn, ...	1,623	2,787 0 0	1·7
Wick, ...	7,475	4,461 0 0	0·5
Wigtown, ...	2,101	5,273 0 0	2·5
TOTAL, ...	1,250,149	£4,822,045 0 0	£3·8

* Exclusive of Railways.

† Including Railways and Canals.

COUNTIES.

TABLE showing the proportion of the Yearly Value or Rental (according to the Valuation Roll), and of the Acreage, to the Population as at the Census of 1861, in the several Counties of Scotland.

N.B.—The population and the yearly rental of each County stated below exclude those of the Burghs. The Calculations are based on the Valuation and Acreage, as given in *Oliver and Boyd's Almanac for 1867* (the figures for which are supplied by the Sheriff-Clerks of the respective Counties), such Valuation being, in most cases, applicable to the year 1866-7; and on a Return from Mr. Dods, Assessor of Railway and Canal Property in Scotland.

COUNTIES.	Population (1861) (excluding Royal and Parliamentary Burghs.)	Yearly Value or Rental (excluding Royal and Parliamentary Burghs.)	Proportion of Yearly Value or Rental to Population in 1861. (Per Head.)	Acreage (including Royal and Parliamentary Burghs.)	Proportion of Acreage to Population in 1861. (Per Head.)
Aberdeen, ...	137,135	£684,460 0 0	£4.9	1,260,625	9.1
Argyll, ...	70,676	357,432 0 0	5.0	2,083,126	29.4
Ayr, ...	150,719	891,942 0 0	5.9	650,156	4.3
Banff, ...	48,891	184,021 0 0	3.7	439,219	8.9
Berwick, ...	35,476	343,609 0 0	9.6	309,375	8.7
Bute, ...	9,209	42,133 0 0	4.5	109,375	11.8
Caithness, ...	33,636	103,841 0 0	3.0	455,708	13.5
Clackmannan, ...	21,450	92,992 0 0	4.3	29,744	1.3
Dumbarton, ...	43,781	266,685 0 0	6.0	189,844	4.3
Dumfries, ...	55,434	501,110 0 0	8.1	722,813	13.0
Edinburgh, ...	60,459	494,823 0 0	8.1	254,300	4.2
Elgin, ...	31,644	177,764 0 0	5.6	340,000	10.7
Fife, ...	99,194	667,361 0 0	6.7	322,031	3.2
Forfar, ...	65,415	524,569 0 0	8.0	568,750	8.6
Haddington, ...	28,777	284,814 0 0	9.8	185,937	6.4
Inverness, ...	76,379	237,348 0 0	3.1	2,723,501	35.6
Kincardine, ...	33,514	219,892 0 0	6.5	252,250	7.5
Kinross, ...	7,977	58,581 0 0	7.3	49,531	6.2
Kirkcudbright, ...	39,395	299,552 0 0	7.6	610,734	15.5
Lanark, ...	199,646	1,264,273 0 0	6.3	631,719	3.1
Linlithgow, ...	33,572	212,847 0 0	6.3	64,375	1.9
Nairn, ...	6,238	29,350 0 0	4.7	137,500	22.0
Orkney and Shetland, ...	60,546	78,193 0 0	1.2	988,873	16.3
Peebles, ...	9,363	128,004 0 0	13.6	226,488	24.1
Perth, ...	107,733	850,701 0 0	7.8	1,814,063	16.8
Renfrew, ...	77,431	421,643 0 0	5.4	150,000	1.9
Ross and Cromarty, ...	75,124	210,991 0 0	2.8	2,016,375	26.8
Roxburgh, ...	50,691	399,325 0 0	7.8	460,938	9.0
Selkirk, ...	6,754	73,005 0 0	10.8	170,313	25.2
Stirling, ...	79,189	397,607 0 0	5.0	298,578	3.7
Sutherland, ...	24,599	58,660 0 0	2.3	1,207,188	49.0
Wigtown, ...	32,098	183,962 0 0	5.7	326,736	10.1
TOTAL,	1,812,145	£10,741,490 0 0	£5.9	20,051,165	11.0

SUMMARY OF VALUATION.

Royal and Parliamentary Burghs (as in separate Table), £4,822,045
 Counties (as above), 10,741,490

TOTAL VALUATION FOR SCOTLAND, £15,563,535

LIST OF PARISHES OR DISTRICTS in which the means
of Education appear to be *Deficient*, as indicated in
the 'Statistics relative to Schools in Scotland.'

COUNTY.	Parish or Registration District.	Nature of Deficiency.
ABERDEEN	Aberdour . . .	An <i>Elementary</i> School needed in the District of <i>Gladaw</i> —Pop. 80.
	Alford . . .	A strong wish to have a <i>Boys'</i> School erected in the village of Alford.
	Cairnēy . . .	The school at <i>Windyraw</i> is altogether insufficient for the attendance. It is five miles from the Parish School, and three miles from any other.
	Daviot . . .	A school for needlework and domestic economy much wanted.
	Ellon . . .	Much need of a school near <i>Ranniest-n</i> —Pop. c. 700; but in the <i>village</i> of <i>Ellon</i> , education is impeded by too many schools.
	Fraserburgh .	The district of <i>Phingask</i> and <i>Percyhorner</i> is without school accommodation—Pop. c. 350.
	Gartly . . .	No school in the district of <i>Drumbulg</i> and <i>Tallathrowie</i> , which is from one and a-half to four miles distant from the nearest school—Pop. 249.
	Logie Buchan .	No school on the south side of the river Ythan—Pop. 340.
	Longside . . .	Another school required for a district with a Population of about 300 or 400.
	Lonmay . . .	School accommodation inadequate in the district of <i>Kininmonth</i> —Pop. upwards of 1000.
	Methlic . . .	Accommodation at <i>Throopmuir</i> insufficient.
	Monquhitter .	The Parish Minister states that the District of <i>Greeness</i> and <i>Wagglehill</i> is in want of an additional school—Pop. upwards of 250. (See Registrar's Remarks.)
	Oyne . . .	F. C. Minister is of opinion that a <i>Female</i> School is much needed in the village.
	Pitsligo . . .	<i>Female</i> School accommodation for <i>Roseheartly</i> insufficient. There are <i>five</i> <i>Female</i> Schools, but, with one exception, (<i>Pittulie</i>), they are wretched places. F. C. Minister is of opinion that a <i>Boys'</i> School is much needed in <i>Roseheartly</i> .
	SAVOCH . . .	Accommodation insufficient in districts of <i>Quilquox</i> (pop. c. 400) and <i>Greenbrae</i> (pop. c. 300).
	Tough . . .	Parish Minister thinks that a <i>Female</i> School is much needed.
ARGYLL . . .	Ardchattan	Scattered population (consisting of farmers, foresters, and shepherds), far from any school.

COUNTY.	Parish or Registration District.	Nature of Deficiency.
ARGYLL— <i>Contd.</i>	Ardnamurchan—	
	(1.) AMARACLE	Island of Shona, has no school—Pop. 100. Glenuig School (No. 6) closed a considerable time ago, owing to the poverty of the people—40 children ready for school.
	(2.) ARISAIG ...	Scattered population, from four to fourteen miles from any school.
	(3.) SUNART or STRONTIAN.	No school in the district of <i>Glenhurich</i> and <i>Polloch</i> —Pop. between 40 and 50.
	Campbeltown ...	Rural district (pop. 300), without a school. (See F. C. Minister's Remarks.)
	Glenorchy	No school at <i>Blackmount</i> —Pop. 80. Side school at <i>Achnacarron</i> discontinued in 1863—Pop. 70.
	Inveraray	District of <i>Glenshirra</i> seven miles from nearest school—Pop. 50.
	Kilcalmonell, etc.	
	(2.) KILBERRY	Parochial School closed since 1842. (See Note.)
	Kilfinan	The district of <i>Ardmarnack</i> and <i>Meldalloch</i> , with a population of 117, has no school.
	Kilmallie	An itinerating teacher would be useful in two outlying districts, thinly inhabited by shepherds.
	Kilmodan	Fourteen families are from three to eight miles from the Parish School. (See Note.)
	Kilmore and Kilbride.	Oban very inadequately supplied with schools. The northern district of <i>Kilmore</i> has no school—Pop. 153.
	Lochgoilhead, etc.	
	(1.) LOCHGOILHEAD	School needed in <i>Glencoe</i> . (See Note.)
	(2.) KILMORICH ...	Several families of shepherds and fishermen, at too great a distance from existing schools.
	Morvern	Two districts unprovided with the means of education; but there is not a sufficient number of scholars to warrant the establishment of a school. A Parochial School was suppressed on the passing of the Burgh and Parochial Schools Act.
	North Knapdale	Accommodation insufficient for the district of <i>Ulva</i> .
Insular.	Saddell, etc.—	
	(1.) SADDELL	Parish School inconveniently situated.
	BOWMORE	District of <i>Lyribols</i> has no school—Pop. 250.
	JURA	District of <i>Ardlussay</i> has no school—Pop. 72.
		District of <i>Kennachrach</i> has no school—Pop. 44.
	Kilchoman	District of <i>Tormisdale</i> without a school—there are between 30 and 40 children in this district.
	Kildalton	About 30 children at <i>Kintrove</i> , which is six miles from the nearest school.
	Kilfinichen and Kilvickeon.	District of <i>Gribun</i> has no school—Pop. 80. The nearest school is six miles distant.
	Kilninian and Kilmore.	Island of <i>Gometra</i> is now without any school. It is fifteen miles from the Parish School, and thinly populated.
	PORTNAHAVEN ...	A new Parliamentary School would fully meet the wants of the district.
	SALEN	District of <i>Ardura</i> has no school—Pop. 71.

COUNTY.	Parish or Registration District.	Nature of Deficiency.
ARGYLL, Insular —Contd.	Tyree— (1.) TYREE ...	Hillipol Parochial School, inconveniently situated.
	(2.) COLL	Two districts where schools are much needed; population 150 and 200 respectively. People very poor. (See Note.)
AYR	Ardrossan— (1.) OLD ARDROSSAN (2.) NEW ARDROSSAN.	The farmers in rural part of parish have often complained of want of school accommodation. The F. C. Minister's remarks, that "taken as a whole, this place is miserably deficient in respect of its present means of education." (See Note.)
	Ayr.....	School accommodation of <i>Wallacetown</i> (pop. 5545) wretchedly bad and insufficient. (See Note.) The Ministers of the Established Church add, that "there is no provision for the education of the middle class."
	Auchinleck	There is a district at the east end of the parish where there is only an occasional teacher—Pop. under 20 persons.
	Beith	Schools disadvantageously situated.
	Dalry	A district of hill country, containing seven or eight farms, without the means of education. (See Note.)
	Dalrymple.....	The Kerse Mining Company have a school, but no teacher at present.
	Galston	F. C. Minister thinks there is need for an additional school in the town.
	Kirkoswald	F. C. Minister thinks a school is needed in the district of <i>Maidenhead</i> —Pop. 300. (See Note.)
	Largs	School accommodation very insufficient for the <i>quoad sacra</i> parish of <i>Skelmorlie</i> . There is only one school in the parish, and it is both inconveniently situated, and very small.
	Straiton.....	Accommodation at second (or Patna) Parochial School quite inadequate. (See Rev. Mr. M'Fadyen's Note.)
	Aberlour	No school at <i>Craigellachie</i> —population considerable. Accommodation at <i>Edinwillie</i> school very bad—Pop. c. 750.
	BANFF (Landward.)	A school required in the district of Ord—Pop. c. 500.
	Boyndie	Schools disadvantageously situated. Landward parts of Banff and Boyndie (pop. from 300 to 400) from two to three miles from any school.
	Keith	The school accommodation in the village of <i>Newmill</i> is of the most miserable description; no better, indeed, than it was forty years ago.
BERWICK . .	Mortlach	District of <i>Kininvie</i> without a school—Pop. 300. Accommodation insufficient in <i>Glenrines</i> —Pop. 500.
	Coldstream	U. P. Minister states that there is need of another school for <i>boys</i> , with moderate fees. (See Note.)
	Eccles	School accommodation at <i>Leitholm</i> insufficient—Pop. nearly 700.

COUNTY.	Parish or Registration District.	Nature of Deficiency.
BUTE . . .	LOCHRANZA	School required at Pirnmill—Pop. c. 350.
CAITHNESS .	Canisbay	No school in the districts of <i>Slickly</i> and <i>Schoolery</i> .—Pop. c. 150.
	Halkirk	No school in the district of <i>Strathmore</i> —Pop. 108; nor in <i>Bannerkirk</i> —Pop. c. 300.
	Reay	Two districts in need of schools, viz., (1.) <i>Brubster</i> and <i>Shurrery</i> —Pop. c. 150; and (2.) <i>Brawlbin</i> —Pop. 155.
DUMBARTON ...	Kirkintilloch ...	See Registrar's Note, with reference to the school in the district of <i>Badenheath</i> .
DUMFRIES .	Dunscore	The Parochial School at Glenesslin (No. 3) inconveniently situated.
	Eskdalemuir ...	District of <i>Black Esk</i> , from four to six miles from Parish School; about 10 children able to go to school.
	Tundergarth.....	School accommodation insufficient.
EDINBURGH .	Mid-Calder	No school in the district of <i>Causewayend</i> (pop. 91), about six miles from the Parish School.
	Stow	The first three schools inconveniently situated.
ELGIN . . .	Abernethy and Kincardine.	The Registrar urges the erection of an <i>endowed</i> School, to supersede the two Adventure Schools (Nos. 4 and 6) in the districts of <i>Tulloch</i> and <i>Gartin</i> , which are taught only during winter and part of spring—Pop. 504.
	Boharm	No <i>Boys'</i> School in the district of <i>Forgie</i> , six miles from the first Parochial School, Pop. 150.
	Dallas	Two districts requiring an <i>elementary</i> School; but population so thin and scattered as to be unable to support a teacher.
	DUTHIL	The accommodation in all of the existing schools quite insufficient.
	Edinkillie	District of <i>Halfdavocho</i> (See School No. 5) has not sufficient school accommodation—Pop. 103.
	Kinloss	The village of <i>Findhorn</i> insufficiently supplied with school accommodation—Pop. 893.
	Rafford	Schools inconveniently situated—three schools within a gunshot of each other.
FIFE	Abbotshall	Looking to the population (between 800 and 900), at least one other school seems necessary.
	Collessie	The Female Industrial department has hitherto been taught in a room in the teacher's house, as there was no separate class-room.
	Cupar.....	The Parish Minister states that there is no school in the village of <i>Cupar-Muir</i> —Pop. 212; inhabitants poor; a Side School would be a great convenience. (See his Note.)
	Dysart	Some of the schools are not well situated; some are set up as rivals to others.
	Kennoway.....	The F. C. Minister states that the village of <i>Kennoway</i> and surrounding hamlets have insufficient school accommodation. (See his Note.)
	Kinghorn	The <i>landward</i> part of the parish has no school whatever—Pop. 905. The F. C. and U. P.

COUNTY.	Parish or Registration District.	Nature of Deficiency.
FIFE—Contd.		Ministers state that, for twenty-one years, there has been neither a Parochial nor Burgh School in Kinghorn.
	Largo	There is only one school in the <i>northern</i> district of the parish (the population of which is nearly 500), and it is both too small and inconveniently situated.
FORFAR	Arbroath	Two additional schools required, viz., in the <i>Fergus Square</i> and <i>Ladyloan</i> districts. (See Registrar's Remarks upon the large number of <i>Adventure</i> Schools, etc.) The Rev. Mr. Dunn (R. C. C.) states that the school accommodation for the <i>Catholics</i> is insufficient.
	Carmyllie	<i>Diltymoss</i> , with a population of 300, is without a school. The existing schools are placed too near each other.
	Edzell	A new school is required for the district in which No. 4 (Bridge-End of Dalschamphy) is situated—Pop. c. 250. The school is at present held in a <i>hovel</i> .
	Forfar	Registrar says it would be desirable to have another school within the burgh.
	Kingoldrum	The district of <i>Pearsie</i> has no school accommodation—Pop. 87.
	Lethnott and Navar.	<i>Westwater</i> School (attendance fourteen) is only taught in winter. It is five miles from the Parish School—Pop. 40.
	Lintrathen	No school in the district of <i>Blackwater</i> —Pop. c. 100. (See Note.)
	Lochlee	No school in the upper district of the parish—Pop. 59. (See the Notes of the Registrar and the Episcopal Clergyman.)
	Tannadice	See F. C. Minister's Note with reference to <i>Burnside Side</i> School (No. 2).
HADDINGTON	Prestonkirk	Forty-three of a population, in a small corner of the parish, are three and a half miles from Parish School.
	Whittinghame ...	From 50 to 60 of a population, in the <i>Lammermoor</i> district of the parish, are from three to six miles from any school.
INVERNESS	Boleskine, etc.— (1.) BOLESKINE	Twenty families; the nearest four miles from any school.
	Cromdale— (1.) CROMDALE	A district with a population of 500, insufficiently accommodated.
	(2.) INVERALLAN	" <i>Crannichan School</i> " (No. 5) insufficient for district; only open for four months in each year.
	Croy & Dalcross Glenalg— (2.) KNOYDART	Several districts of parish in need of schools.
	Kilmonivaig— (1.) GLENGARRY	District of Loch Hournside in need of a school; about eighteen families in district.
		Scattered population of fifteen families, all ill off for schooling.
	Kilmorack	District of <i>Aigas</i> —pop. 300—urgently requires a school.

COUNTY.	Parish or Registration District.	Nature of Deficiency.
INVERNESS— <i>Contd.</i>	Kiltarlity	School accommodation insufficient for the wants of the district.
	Moy and Dalarnossie.	Two districts, with about twenty children in each, in want of schools.
	Insular.	
	Duirinish	One good school needed to replace the two dilapidated schools at Roag and Harlosh—Pop. 707, generally poor.
	HARRIS	The district of <i>Borve</i> —pop. 150—has no school.
	Kilmuir—	
	(2.) STENSCHOLL	F. C. School inconveniently situated.
	Portree—	
	(1.) PORTREE ...	One district, three miles from Parish School, has no school—Pop. 150. Other two schools, dilapidated and insufficient.
	(2.) RAASAY ...	District of <i>Kyle-Rona</i> —pop. c. 100—has no school, and no road to nearest school, four miles distant.
	Sleat	District of <i>Aird</i> —pop. 300—has no school.
	Small Isles	The Islands of Muck, Rum, and Canna—pop. 50, 50, and 120 respectively—have no schools.
	SOUTH SNIZORT ...	Thirty-nine families in the district of <i>Treasland</i> and <i>Clachamis</i> without school accommodation.
	South Uist—	
	(1.) BENBECULA	Permanent school needed on east coast of the Island, to supersede the occasional services of a private teacher engaged by the people.
KINCARDINE	Banchory-Devenick—	
	(2.) PORTLETHEN	The schools of <i>Downies</i> and <i>Findon</i> are very deficient in accommodation.
	Banchory-Ternan	Registrar and Parish Minister state that the northern district of the parish—pop. 360—has no school. The F. C. Minister states that it has a school, and does not require another, there being, in addition, a school at each extremity in other parishes.
	Fettercairn	A population of about 120 has no school.
	Fetteresso—	
	(2.) COOKNEY ...	Sufficient number of schools, but inconveniently situated.
KINROSS . .	Nigg	The village of Torry—pop. 600—and two miles from Parish School—has no school. School at <i>Cove</i> unsuitably situated.
	Fossoway and Tullibole.	A district, containing the village of <i>Powmill</i> —pop. c. 300—has no school. Nearest schools three miles distant.
	Orwell	Accommodation inadequate; partially supplied by convenient schools in other parishes.
KIRKCUDBRIGHT	Carsphairn	Fourteen families at <i>Woodhead Lead Mine</i> , four miles from Parish School, have no school.
	Crossmichael ...	Accommodation insufficient. (See Registrar's Note.)
	Dalry	Schools disadvantageously situated for population.
	Kells	Scattered population, in need of schooling; but no district that would support a teacher, or warrant the erection of a school.

COUNTY.	Parish or Registration District.	Nature of Deficiency.
LANARK . . .	Avondale	Eastern district of parish—pop. 500 to 600—has no school. Too many schools close to Parish School.
	Barony—	
	(2.) SPRINGBURN	School buildings generally very deficient.
	(3.) SHETTLESTON	One school at <i>Hogganfield</i> , utterly insufficient in accommodation.
	Bothwell—	
	(2.) HOLYTOWN	<i>Holytown Bridge</i> and <i>Minwood Colliery</i> —pop. 400—has no school.
	Carmunnock.....	Village of <i>Busby</i> inadequately supplied.
	Carnwath	School needed at <i>Haywood</i> —pop. 350; nearest school—a Priv. Adv.—is 1½ miles distant.
	Carstairs	Sixteen families in northern part of parish have no school.
	CRAWFORD.....	Scattered population of 84, eight miles and upwards from Parish School.
	Dalserf—	
	(1.) LARKHALL	Very inadequately supplied with schools. (See Registrar's Note.)
	Dalziel	Larger schoolhouses wanted.
	Dunsyre	A population of 38—fifteen being children—are four miles from Parish School.
	Govan—	
	(2.) PARTICK ...	According to population, should have more schools.
	NEW MONKLAND (Landward.)	Three districts in need of schools, or better accommodation.
LINLITHGOW .	Bathgate	Two additional schools required; one to accommodate Polkemmet Row—pop. c. 200—where there is only a Priv. Adv. School (held in a kitchen), and the other to accommodate Hardhill and Bathville Rows—pop. c. 300—where there is no school.
NAIRN . . .	Cawdor	Seven families beyond the reach of existing schools.
ORKNEY . . .	EDAY & PHARAY	Insufficient school accommodation at present, but a new General Assembly School is in course of erection.
	Kirkwall	A district on the border of the parish—pop. 200 to 300—in need of an <i>Elementary</i> School.
	Rousay and Egilsay.	The Island of Weir—pop. 70—has only four months' tuition annually, by a "mere youth."
	St. Andrews	A permanent school required, instead of two temporary Priv. Adv. Schools.
	SANDAY	Too many small schools in undue proximity to the larger schools. F. C. Minister states that a district on the border of the parish—pop. c. 200—is in need of a school.
	Sandwick	A scattered population inadequately supplied. Accommodation of Parish School insufficient for attendance.
	South Ronaldshay and Burray	The Island of <i>Swonay</i> —pop. 46—has no school. One school closed in consequence of poverty of inhabitants, owing to bad herring fishing.
	Stromness	Schoolhouses generally wretched. From damp and want of ventilation, the teacher of the Society School has, it is feared, been rendered an invalid for life.

COUNTY.	Parish or Registration District.	Nature of Deficiency.
ORKNEY— <i>Contd.</i>	Walls, etc.— (1.) WALLS ...	General want of school accommodation in the district.
	(2.) FLOTTA ...	School premises past repair.
SHETLAND	Bressay, etc. (2.) BURRA and QUARFF ...	School indispensably necessary for <i>Quarff</i> , where the Parish Minister has, for some years, given instruction to all who are able to attend.
	Delting	Great need of additional accommodation.
	Dunrossness, etc. (1.) DUNROSSNESS	District of <i>Bigton</i> —pop. from 800 to 1000—has no school; five miles from the nearest school.
	(2.) SANDWICK AND CUNNINGSBURGH	Two districts—pop. c. 400 each—in need of schools. There are two Adventure Schools in one of these districts, but they are only open for four months in the year.
	(3.) FAIR ISLE	No school for more than a year—pop. 300; fifty children ready to attend. The poverty of the people makes it impossible for them to support a school without assistance.
	Fetlar, etc.— (1.) FETLAR ...	Another school required, to accommodate a district with a population of 253. About thirty-five children not at school.
	(2.) NORTH YELL	Two districts without schools—pop. about 70 each; four miles from any school, and no roads.
	Mid and South Yell.	Great want of additional and better school accommodation.
	NESTING	District of <i>South Nesting</i> —pop. 500—has no school.
	Northmavine ...	General want of schools.
	Sandsting and Aithsting.	General want of schools.
	TINGWALL	General want of schools.
	Unst	One district, where there is at present an Adventure School, is in need of an efficient school.
	Walls, etc.— (2.) SANDNESS	Sewing School for Girls needed.
	(3.) PAPA STOUR	Sewing School for Girls needed.
PEEBLES	Eddlestone	One district—pop. 140—with no school within three miles.
	Innerleithen.....	Parochial School accommodation quite inadequate. School so overcrowded as to be injurious to health.
	Traquair	<i>Cardrona</i> and <i>Kailzie</i> —pop. c. 200—have no school within three miles.
PERTH	Bendochy	Parish School inconveniently situated.
	Crieff	Three districts—pop. 20, 17, and 96—distant from two to four miles from any school.
	Foss	A population of 35, in the district of <i>Duntearnlach</i> , has no school accommodation.
	Logierait	About twenty children without a school, the nearest schools being cut off by an intervening river.
	Monzievalrd	Three houses beyond the range of schools.

COUNTY.	Parish or Registration District.	Nature of Deficiency.
PERTH—Contd.	TENANDRY	District of <i>Borenich</i> —pop. 40—has no school. School at <i>Glen of Fincastle</i> too small for population.
RENFREW . .	JOHNSTONE.....	Decided want of proper schools and means of education.
ROSS AND CROMARTY	Alness	Two districts, <i>Boath</i> and <i>Glenglass</i> —pop. 250 and 130 respectively—without schools.
	APPLECROSS	Two districts—pop. of each from 150 to 200—eight and five miles from the nearest school.
	Contin	Two districts—pop. c. 100 and 120—nine and ten miles respectively from the nearest school.
	Edderton	<i>Fearn</i> district, about five miles from nearest school. About twenty children.
	Fodderty	A population of 200 without a school.
	Gairloch—	
	(1.) NORTHERN DISTRICT.	Three districts—pop. about 500—without schools.
	(2.) SOUTHERN DISTRICT.	Two districts, <i>Melvaig</i> and <i>Cove</i> —pop. 380 and 170 respectively—in need of school accommodation.
	Glenshiel	Eight families without school accommodation.
	Kiltearn.....	Two districts, <i>Mountgerald</i> and <i>Clare</i> —with a pop. of 450 and 800 respectively—have no school accommodation.
	Kincardine	<i>Strathcarron</i> —pop. 200 to 300—requires a school. New school buildings much needed at <i>Achnahanet</i> and <i>Oykle</i> . At the latter place "a boy is at present engaged teaching."
	Kintail	<i>Glenelchaig</i> —pop. 120—has no school.
	Knockbain	Some schools might be differently located.
	Lochalsh	A population of 80 in need of school accommodation. The miserable accommodation at <i>Strathaskaig</i> School is very prejudicial to the interests of education. One teacher had his health permanently injured, and the one last appointed declined to stay from the same cause. The school is consequently vacant.
	Lochbroom—	
	(1.) LOCHBROOM	Several districts in need of schools. (See Registrar's Note.)
	(2.) COIGACH	The island of <i>Tanera</i> —pop. 98—has no school.
	Nigg	Fishing village of <i>Shandwick</i> —pop. 171—has no school. Nearest school two and a half miles distant, but none of the children attend it.
	Tain	Two districts insufficiently accommodated. (See Registrar's Note.)
	Tarbat	Schools inconveniently situated.
	Urquhart and Logie-Wester	Schools inconveniently situated.
Insular.	Barvas	Existing schools sufficient in number, but utterly wretched in accommodation.
	CARLOWAY.....	The accommodation in the schools of <i>Tolsta</i> and <i>Shawbost</i> is miserably insufficient.
	Stornoway	The accommodation in several of the schools is very insufficient.
	Uig	Two districts, <i>Lochroy</i> and <i>Earshader</i> —Pop. 277 and 75—have never had the benefit of an English school.

COUNTY.	Parish or Registration District.	Nature of Deficiency.
ROXBURGH .	Ancrum.....	A population of 60, three miles from any school.
	Eckford	A district school required at <i>Cessford</i> . Average attendance at an Adventure School, formerly taught there, about 38.
	Kirktown	Three cottages on the farm of <i>Dodburn</i> , four miles from the nearest school.
	Southdean	Four dwellings, four miles from a school.
	Teviotland	<i>Allan Water</i> district, enclosed by a range of hills—Pop. 63—is from four to six miles from Parish School.
SELKIRK . .	Galashiels.....	Accommodation of Parish School “extremely deficient.”
STIRLING . .	Dunipace	Schools sufficient in number, but defective in accommodation.
	Falkirk	<i>Camelon Village School</i> , almost ruinous, and utterly inadequate.
SUTHERLAND	Assynt— (1.) KIRKTON.	The district of <i>Unapool</i> —Pop. 74—is nine miles from any school.
	Crieich— (1.) BONAR ...	District of <i>Corbuie</i> and <i>Rhabreck</i> has insufficient school accommodation—Pop. c. 200—four miles from nearest schools, and no roads. The inhabitants are only able to support an inferior teacher for a few months in winter.
	Durness	Two districts—Pop. 151 and 98 respectively—are insufficiently supplied.
	Farr— (1.) KIRKTON...	A scattered population in Strathnaver, about 200 in number, has no school accommodation.
	Kildonan	A population of 200, spread over nearly 300 square miles, has no school accommodation.
	Lairg	Several shepherds and gamekeepers beyond the reach of schools.
	Rogart	No school at <i>Langwell</i> —Pop. 80. (At a considerable distance from the other schools in the parish.)
	Tongue	Schools too near each other.
	Kirkcolm	Accommodation of Parish School inadequate. A good school also needed to supply the place of the Adventure Schools, where the teaching is inefficient and fluctuating.
	Mochrum	A moorland district, with a scattered population of 66, is five miles from the nearest school.
WIGTOWN. .		

LIST OF PARISHES in which there appears to be a
Surplus of Schools.

COUNTY.	Parish or Registration District.	
ABERDEEN .	Cluny	Too many schools, and these inconveniently situated.
	Ellon	<i>See Note, p. 66, supra.</i>
	Leochel-Cushnie	If properly placed, the two Parish Schools and a Side School would meet the wants of both parishes (i.e., Leochel and Cushnie, now united). At present there are six schools.
CAITHNESS .	Dunnet	A superabundance of schools.
DUMBARTON .	Bonhill	In some parts of the parish there are too many schools for the population.
	Cumbernauld ...	Two schools too many for the wants of the parish.
EDINBURGH .	Newbattle	It has been the Registrar's conviction for ten years past that this parish is over-schooled. (<i>See his remarks upon the religious difficulty.</i>)
ORKNEY . .	SANDAY	<i>See Note, p. 72; supra.</i>
	WESTRAY	Too many schools.
SUTHERLAND	Dornoch	The number of schools exceeds the requirements of the district.

CASES in which the COMMITTEE OF COUNCIL Aids two or more Schools in the same Parish, connected with different Churches, and one of which has an average attendance not exceeding 51.

COUNTY.	PARISH.	SCHOOLS AND ATTENDANCE.										REMARKS.
		Par. Att.	E.C. Att.	F.C. Att.	Ep. Att.	R.C. Att.	Others Att.					
ABERDEEN	Cruden	...	...	1	43	1	75	...	...	...	5	Schools unaided. Free Ch. Sch. 2 miles from Par. Sch.
	Fyvie.....	...	1	61	...	1	27	...	Newseat	37	6	unaided Schs. Epis. 1½ m. from Par. Sch., Meiklefolia Sch. 4½ ms., and Newseat 6 ms., from Par. Sch.
	Gartly	1	55	1	31	1	30	...	...	...	No	Schs. unaided. Schs. not more than 1 m. from each other.
	Kincardine O'Neil.	1	52	...	...	1	51	...	...	...	6	Schs. unaided. Free Ch. Sch. 1 m. from Par. Sch.
	Tullynessle ...	1	50	1	31	...	...	...	...	...	No	Schs. unaided. Distance ½ m.
	Udny.....	...	...	1	36	1	65	...	...	...	2	Schs. unaided. 1½ ms. between the Schs.
ARGYLL	Killeen and Kitchenzie.	1	41	1	29	1	28	...	...	...	3	Schs. unaided. F. Ch. Sch. ½ m. from Par. Sch.
	Lismore.....	1	40	...	...	...	...	...	...	1	20	3 Schs. unaided. 3 ms. between the 2 Schs.
AYR	Barr	1	65	...	...	1	31	...	...	...	1	Sch. unaided. 1½ of a m. between the Schs.

COUNTY.	PARISH.	SCHOOLS AND ATTENDANCE.												REMARKS.
		Par.	Att.	E.C.	Att.	F.C.	Att.	Ep.	Att.	R.C.	Att.	Others	Att.	
Ayr, continued ...	Kilbride	1	127	1	38	1	75	...	...	...	...	...	...	No Schs. unaided. The Schs. close to each other.
BANFF	Grange	1	65	1	31	1	45	...	...	...	...	...	...	1 Sch. unaided. C. of S. Sch. 4 ms. from Par. Sch. F. C. Sch. 3 ms. from Par. Sch.
CAITHNESS	Wick	1	62	1	13	1	39	...	...	...	...	...	...	3 Schs. unaided. F. C. Sch. $\frac{1}{2}$ of a m. from Par. Sch. The E. C. Schs. 6 ms. from Par. Sch.
DUMBARTON ...	Row	...	...	1	144	1	31	1	34	...	...	1	174	4 Schools unaided. * This E. C. Sch. is 5 ms., and the F. C. Sch. 2 ms., from the Par. Sch.
FIFE	Aberdour	1	79	...	...	1	50	...	...	...	...	1	88	No Schs. unaided. F. C. Sch. close to Par. Sch. The other Sch. is $3\frac{1}{2}$ ms. from Par. Sch.
FORFAR	Dunnichen ...	1	48	...	...	1	76	...	...	...	...	1	90	2 Schs. unaided. Par. Sch. 2 ms. distant from each of the others.
	Glenisla	1	20	...	...	1	27	...	...	...	...	...	...	4 Schs. unaided. F. C. Sch. 2 ms. from Par. Sch.
	Liff	1	40	...	...	1	46	...	...	...	...	...	...	1 Sch. unaided. F. C. Sch. 1 m. distant from the Par. Sch.
KINCARDINE ...	St. Cyrus	1	61	...	...	1	94	...	...	...	...	1 F. 31 1 En. 42	...	No Sch. unaided. Fem. Sch. 2 ms. from Par. Sch. The F. C. Sch. and the Endowed Sch. are close to the Par. Sch.
	Kinneff	1	61	...	...	...	...	...	...	...	...	1 Sch. 42	...	2 Schs. unaided. Sub. Sch. 3 ms. from Par. Sch.
NAIRN	Auldearn	1	46	1	43	1	44	...	...	...	...	...	...	No Schs. unaided. E. C. Sch. 3 ms. from Par. Sch.

	Cawdor	1	74	...	...	1	39	...	...	...	...	1 unaided. F. C. Sch. 1½ ms. from Par. Sch.
ORKNEY AND SHETLAND.	Bressay	1	40	1	43	...	...	...	...	...	...	No Schs. unaided. Dist. between the E. C. Sch. and the Par. Sch. 1½ ms.
PEEBLES, ...	West Linton,	1	35	...	...	...	...	1	22	...	...	2 Schs. unaided. Epis. Sch. ¼ of a m. from Par. Sch.
PERTH	Auchterarder	...	...	...	...	1	79	...	...	...	96	1 Sch. unaided. The Aberuthren Schs. 3 ms. from the other Schs.
					Aberuthren	46					88	
	Aberfeldy	...	...	1½	23	1*	23	...	...	...	...	8 Schs. unaided. * These Schs. are in Amulree, and are near each other.
						1	163	...	...	...	...	
	Killin	1	49	...	...	1	81	...	...	...	...	3 Schs. unaided. F. C. Sch. ¼ of a m. from Par. Sch. * This Sch. is in Kilturio, and is 6 ms. from the Par. Sch.
						1*	32	...	...	...	...	
	Kirkmichael	1	62	...	...	1	35	...	...	...	...	No Schs. unaided. The Schs. are 4 ms. from each other.
	Locheearnhead	...	...	1	20	1	40	...	...	...	...	2 Schs. unaided. F. C. Sch. ¼ of a m. from. E. C. Sch.
	Muthill	1	94	...	...	1	51	...	...	...	...	5 Schs. unaided. F. C. Sch. ½ m. from Par. Sch.
	Stanley	1	31	...	...	1	118	...	...	...	...	3 Schs. unaided. F. C. Sch. close to Par. Sch.
RENFREW	Neilston	1	189	1	50	...	...	...	...	1	60	5 Schs. unaided. E. C. Sch. 1½ ms. from Par. Sch.; Barrhead 2 ms.; and other Sch. 3 ms. from it.
								Barrhead	99			
ROSS & CROM- ARTY.	Abress	1	33	...	...	1	126	...	...	...	...	None unaided. F. C. Sch. 1 m. from Par. Sch.

COUNTY.	PARISH.	SCHOOLS AND ATTENDANCE.											REMARKS.
		Par.	Att.	E. C.	Att.	F. C.	Att.	Ep.	Att.	R. C.	Att.	Others		Att.
ROSS & CROM-ARTY—cont.	Cromarty	1	44	...	...	1	128	...	...	...	...	...	1 Sch. unaided. F. C. Sch. close to Par. Sch.
	Ashkirk.....	1	52	...	...	...	...	...	...	...	Sub. 17	No Schs. unaided. Sub. School $\frac{1}{2}$ m. from Par. Sch.	
STIRLING	Polmont.....	1	52	1	32	1	87	...	...	...	Sub. 60 Colliery, 210	No Schs. unaided. F. C. Sch. $1\frac{1}{2}$ ms. from Par. Sch.; Sub. and Colliery Schs. 2 ms.	
	Fyfe.....												
SUTHERLAND...	Clyne.....	1	38	...	...	1	72	...	...	...	...	3 Schs. unaided. F. C. Sch. $\frac{1}{2}$ m. from Par. Sch.	
	Dornoch	1	36	S. P. 1 1 13	33	1	95 Embo 73	...	...	...	...	5 Schs. unaided. Soc. for Prop. Sch. 80 yds. from Par. Sch.; F. C. Sch. $\frac{1}{4}$ of a m. from Par. Sch.; E. C. Sch. 3 ms.; and Embo Sch. $2\frac{1}{2}$ ms. from Par. Sch.	
	Durness.....	1	51	...	...	1	44	...	...	...	...	1 Sch. unaided. $\frac{1}{2}$ m. between the Sch.	
	Rogart	1	32	1* 45 1† 18	47	1	47	...	...	...	...	1 Sch. unaided. * This Sch. and F. C. Sch. are 2 ms. from Par. Sch. † This Sch. is $\frac{1}{2}$ ms. from Par. Sch.	
WIGTON.....	Glenhuc	1	81	1	48	1	43	...	...	...	1 64	No Sch. unaided. F. C. Sch. $\frac{1}{2}$ a m. from Par. Sch.; C. of S. $4\frac{1}{2}$ ms.; other Sch. $3\frac{1}{4}$ ms.	
	Leaswalt.....	...	...	...	...	1	48	...	...	...	1 162 Larbrax 25	1 Sch. unaided. F. C. Sch. $\frac{1}{2}$ of a m. and Larbrax 3 ms. from Par. Sch.	
	Sorbie	1	96	...	...	1	33	...	...	...	1 41	2 Schs. unaided. F. C. Sch. close to Par. Sch. The other Sch. 3 ms. from it.	

II.—CIRCULAR ACCOMPANYING THE SCHEDULE.

EDUCATION COMMISSION, 51 QUEEN STREET,
EDINBURGH, *November 1864.*

SIR,—I am directed by the Commissioners appointed by Her Majesty to inquire into the state of Education in Scotland to transmit to you the enclosed Schedule.

You will be good enough to ascertain how many Schools are situated in your district, by personally visiting them; and you will fill up the various columns of each Schedule on the occasion of such visit, and sign it with your name. Where there is a registration district distinct from the parish, you will limit your return to such district, and mention the fact in your Report.

You will call upon the Minister of the denomination most nearly connected with each school, and request him to examine the Schedule. If he agrees with the statements contained in the Schedule, you will request him to sign it. If, on the other hand, he objects to the statements, you will request him to fill up and transmit to the Commissioners in Edinburgh the duplicate Schedule in his hands.

As soon as the Schedules signed by you have been transmitted to me in a complete state, you will be entitled to remuneration according to the following scale, viz.:—If you have personally visited 5 Schools, or less than 5, you will be entitled to the sum of 5s.

If the Schools are 6, or less than 10, which you have personally visited, 10s.

If the Schools are more than 10 which you have personally visited, 15s.

Besides these sums, 6d. a mile will be allowed for travelling (wherever travelling is necessary), in addition to the money actually expended for postage.

You will be good enough to return this Schedule complete within three weeks after this receipt.

I have the concurrence of the Registrar-General for making this request.—
I am, Sir, your obedient Servant, PATRICK CUMIN, *Secretary.*

III.—CIRCULAR ACCOMPANYING THE SCHEDULE.

EDUCATION COMMISSION, 51 QUEEN STREET,
EDINBURGH, *November 1864.*

REV. SIR,—Referring to the enclosed Circular, I have the honour to transmit the Schedule to which it refers, and to express the hope of the Royal Commissioners that you will give your assistance in having it correctly completed.—
I am, Rev. Sir, your obedient Servant, PATRICK CUMIN, *Secretary.*

INSTRUCTIONS TO THE ASSISTANT-COMMISSIONERS.

EDUCATION COMMISSION, 51 QUEEN STREET,
EDINBURGH, *February 1865.*

SIR,—The Commissioners appointed by Her Majesty to inquire into the Schools in Scotland having appointed you to be an Assistant-Commissioner in that inquiry, direct me to recommend the following instructions to your attentive consideration.

It is right to mention that the duties assigned to the Commissioners are to inquire into the Schools in Scotland; and in particular—(1.) Parochial Schools; (2.) Burgh Schools; (3.) Schools receiving Grants from Funds Voted by Parliament; (4.) Middle Class Schools and others not being Adventure Schools, and not receiving Grants from Funds voted by Parliament; (5.) Normal and Training Schools; (6.) Adventure Schools, in so far as the Commissioners may consider material, and to report generally in regard to the same; and, in particular, to report as to whether the Funds voted by Parliament are applied in Scotland in the way most beneficial for the interests of the people, and to make any sugges-

tions in regard to the application thereof, or in regard to the state of the said Schools, and the management and emoluments thereof which may appear calculated to improve the education of the people in Scotland.

It has not been thought necessary to attempt to discharge these functions by a survey of the whole of Scotland, and the Assistant-Commissioners are appointed for the purpose of making inquiries in selected districts.

You will bear in mind that your duty is confined to the investigation of the questions of *fact* into which you are directed to inquire, and you will report the result to the Commissioners, with fulness and accuracy, and without regard to its bearing, real or supposed, upon any of the questions relating to Education which at present occupy public attention.

In prosecuting an inquiry so extensive, it will be your duty to collect evidence from every reliable source, including the clergy of the various denominations, intelligent laymen and schoolmasters, working men and women, and the parents of the children who attend the various Schools of the district.

You have no power to compel persons to answer your inquiries, and you must be careful in all cases to assure those with whom you communicate that the Commissioners will scrupulously respect all private interests.

The Commissioners have already obtained through the Registrars a considerable amount of information, and the Circulars which will be supplied to you will, when filled up under your direction, in great measure complete the information required with respect to the Schools in Scotland. But it is considered necessary, by the examination of a certain number of Schools, to check these returns, and to test the quality of the education which they supply.

1. You will distribute certain Circulars to the various Schools, and you will transmit them, when filled up, to the Commissioners. The Circulars sufficiently explain themselves.

2. You will be supplied with a Statement (calculated from the census of 1861) of the estimated number of children between the ages of 3 and 16 living in the district. You will ascertain the number of Schools in it, and the amount of accommodation which they afford; the number of Scholars in attendance at the time of the inquiry, their ages, and the average period of their attendance. These data will enable you to determine the number of children within the district for whom no means of education are provided, or whose parents are unwilling to avail themselves of such means as already exist.

3. If it should appear that any considerable number of children do not attend any School, you will endeavour to ascertain the cause of this state of things.

Is it because the number of Schools is inadequate; or because the Schools are so situated as not to be within reach of those who need them?

Or is it because the parents consider the teachers incompetent, or because they differ in religious belief from the conductors of the Schools within their reach, or because a particular course of religious instruction is enforced, or because they cannot afford to pay the School-fees demanded, or to forego wages earned, or the services rendered by their children?

In illustration of this subject, you will inform yourself as to the age at which the labour of children becomes a source of profit in the district. You will inquire whether it often happens that girls are kept at home for the discharge of domestic duties in consequence of the mothers being employed elsewhere in daily labour. You will also inquire into the efficiency of any Infant School in the district, and ascertain whether the supply of such Schools is deficient.

You will inquire whether the average period of the attendance of children is longer, and whether the number of children is larger, at good Schools than at inferior Schools; and you will also, as opportunity may offer, pay attention to the working of what is called the half-time system of education.

It will also be of importance to ascertain how social and economical changes influence the demand for education on the part of the parents. If large works, involving a demand for intelligent labour, have been established in the neighbourhood, it will be right to ascertain whether that circumstance has impressed upon the parents the value of education, and increased the attendance at School. If there is a great demand for children's labour, does the attendance at School fall off? If the demand diminishes, does the attendance increase? or is it the fact that when wages are high, the children are kept at School; and that when they are low, the children are removed? It is also desirable to inquire whether the

poor show a jealousy of, or a preference for, any particular system; whether Parochial, Non-Parochial, or Adventure Schools are the most popular; whether, *cæteris paribus*, a School under Inspection, or in connexion with a religious denomination, is, as such, more or less popular than others which are not so; or whether it is a matter of indifference to parents how Schools are managed, so long as they afford an education which suits them.

Various schemes have been propounded for the purpose of increasing the attendance of children at School. A discussion upon these schemes will be found in the Report of the Commissioners appointed to inquire into the state of popular education in England (vol. i. p. 192). Your attention is directed to this discussion, and particularly to that part which discusses the practicability of establishing what are called Education Tests.

4. You will ascertain whether new Schools have been built in rich districts, whilst poor districts have remained destitute of the means of Education. It is stated that the funds voted by Parliament for the purposes of Education are often applied to the establishment or support of Schools which are not required, or which would not have been required if pre-existing Schools had been equally applicable to all classes. You will inquire into the truth of these statements, and report the result to the Commissioners.

5. If there are any Factories, Print-works, or Mines, you will inquire into the mode in which the education of children employed in such works is supplied.

If there are any Ragged Schools within the district which supply gratuitous education, food, or clothing, you will ascertain the class of children admitted into such Schools, the means adopted for excluding those who have no claim to such exceptional privileges, and how far such means have proved practically successful.

Your attention should be directed to the case of children receiving parish relief. You will ascertain where they are educated, and whether proper care is bestowed upon their education.

6. In the case of districts which are not urban, you will visit a sufficient number of the Schools, including the Adventure Schools, to supply the Commissioners with the means of judging of their efficiency. And it is especially important to ascertain the condition of the children in Schools aided, or inspected although not aided, as compared with those attending Schools neither inspected nor aided by Parliament. In conducting your examinations, you will direct particular attention to the elementary branches of Reading, Writing, and Arithmetic, so as to enable the Commissioners to form a correct opinion whether the elementary branches are efficiently taught, or are neglected by the Schoolmasters. It is said that of late years the study of the Classics in Parish Schools has diminished. It is important to ascertain how far this statement is correct; whether the Schoolmasters are capable of teaching Latin and Greek; and whether these branches are generally taught. You will also ascertain what books are in most general use for lessons in reading; what subjects are selected for oral lessons by Teachers; whether they are mainly chosen with a view to practical utility. You should also inquire how far the cultivation of taste is made an object of education; whether Singing, Music, and Drawing are taught to any extent.

The Commissioners desire to ascertain what is in practice the difference, if any, between the course of religious instruction pursued by the different religious denominations: whether or not parents of one religious denomination send their children to Schools in connexion with other denominations: whether any special provisions are made by the parents in such cases, and whether, in practice, such provisions are enforced.

You will also attempt to ascertain which parts, or what description of education, the parents value the most, as directly improving the practical capacity or prospects of their children; and if they approve of, or object to, industrial training.

7. You will observe the general plan of the School Buildings, and their condition as to accommodation, ventilation, repair, etc.; you will also observe the desks, seats, and other apparatus of the Schoolroom. It is alleged that the law regarding the repair of Parish Schools is defective; you will inquire into the truth of this assertion, and report to the Commissioners any cases in which difficulties on this subject have occurred.

8. You will ascertain, if possible, the operation of the system of School Fees. Your attention has already been directed to the question, Whether the poorest classes are excluded from the Schools by the amount of the fees demanded? You

will also ascertain whether gratuitous Education is furnished in any of the Schools within the district, and state the effect of this system on Masters, Parents, and Scholars.

In the case of Endowed Schools, you will ascertain the amount of such endowment, and how it is expended. With respect to those Schools which enjoy the benefit of aid from the Trustees of the Dick, Ferguson, Milne, or other Bequest, you will endeavour to ascertain the effect of such assistance.

9. You will inquire into the general condition of Schoolmasters and Schoolmistresses in the district; what has been their education; whether they hold Certificates from Training Colleges, or other bodies which grant certificates; and whether the Masters have attended the Universities. You will also inquire what other occupation, if any, Schoolmasters and Schoolmistresses followed before they adopted the profession of teaching; and whether at present they follow any other occupation. You will also endeavour to ascertain whether those Masters who have been educated at Normal Schools are superior to those educated at the Universities, or under another system; and whether they are disposed to devote too much time to the higher branches, and to neglect the elementary branches of Reading, Writing, and Arithmetic, or *vice versa*. It is also desirable that you should ascertain whether it is preferable to employ assistants or pupil-teachers; and whether there is any difficulty now in obtaining pupil-teachers.

You will direct attention to the supply of, and demand for, Schoolmistresses. It is stated that in remote districts, where the population is much scattered, and the children can be collected with difficulty, a Schoolmistress might supply the place of a Schoolmaster, and at a much smaller salary. Attempts have been made in such districts to provide education for the people by means of itinerant teachers, or by young students who spend a few months in teaching, and the rest of the year at the University. You will inquire into the success which has attended these efforts.

You will pay attention to the manner in which Schoolmasters are elected—whether the electors exercise their privilege with a pure regard to the interest of the Parish; whether they leave their duties practically to the Minister; and whether the Heritors and Minister contrast favourably or unfavourably with other Boards of Electors. You will also direct your attention to the tenure of the Office of Parish Schoolmaster. It is asserted that the difficulties in the way of dismissing inefficient Masters are great, and that further legislative provision is required for the purpose. You will carefully note any cases in which such difficulties have occurred, and report them to the Commissioners. In connexion with this part of the subject, your attention is directed to the Acts of Parliament which have been lately passed on this subject.

In the Parochial Schools, the Schoolmaster is under the superintendence of the Heritors, the Minister, and of the Presbytery. It is important to ascertain the extent of the superintendence to which the Schoolmaster is subject, and the mode in which it is practically exercised.

As to Non-Parochial Schools, you will endeavour to ascertain the tenure upon which the Masters hold their offices, the manner in which the Managers exercise their powers of election and superintendence, and the effect which the exercise of such powers has upon the efficiency of such Schools.

You will also ascertain whether the Managers are disposed to interfere unduly with the Schoolmaster; and whether in this respect the position of the Parochial Schoolmaster is preferable to that of other Masters.

10. The Assistant-Commissioners must be careful in collecting and sifting the evidence before attempting to form any general conclusion. Should they find it impossible to obtain satisfactory evidence upon any point, they must report it to the Commissioners.

You will put yourself in communication with the other Assistant-Commissioners engaged in this inquiry, and with those of Her Majesty's Inspectors who may be employed within the districts. It will be your duty to bring together the separate experience which each of those officers can supply.

In conclusion, the Commissioners wish you to understand that these instructions are intended to guide, not to limit, your inquiries; and they will be glad to learn from you any facts which may tend to elucidate the subject which Her Majesty has directed them to investigate.—By order of the Commissioners,

PATRICK CUMIN, *Secretary*.

INSTRUCTIONS TO THE AMERICAN ASSISTANT-COMMISSIONER.

April 4, 1865.

SIR,—It has been considered advisable by the Commissioners appointed by Her Majesty to inquire into the education given in schools not comprised within the scope of Her Majesty's recent Commissions on the state of popular education and on certain public schools, and by the Commissioners appointed by Her Majesty to inquire into the Schools in Scotland, that an investigation should be made into the system of education which prevails in the United States of America and in Canada. The Commissioners having appointed you to conduct this inquiry, we are directed to give you the following instructions:—

1. You will ascertain to what extent schools are provided for the people by laws passed for that purpose, and to what extent the means of education are left to be supplied by the voluntary efforts of individuals. You will inquire whether parents are under any legal obligation to have their children educated; if so, whether those who neglect this obligation are subject to any penalty; and whether the result is the prevention or diminution of juvenile delinquency. You will state not only the provisions of the law on these subjects, but also the manner in which it is enforced, and the extent to which it is practically operative.

2. You will inform yourself of the manner in which the schools are supported, whether by any funds in the nature of endowment, or appropriation by the State or central Government, or by local taxation, or by subscription, or by School fees. If there are any funds appropriated by the State, you will ascertain the source from which they are derived, whether from the sale or allotment of State lands, or from general taxation, or from any other source; their amount, and the principle of their distribution among the various local bodies. If they arise from special or local taxation, you will ascertain the principle and manner of its assessment, and its amount relatively both to the income of the ratepayer and to the other taxation of the country. And in all cases you will ascertain the average cost of the education of a scholar, and particularly its full cost to the parents.

3. With respect to the *administration* of the Schools, you will inquire into the relations which exist between the State or central Government and the local Government; into the constitution of the local governing bodies; into the relations between them and the teachers, and of the teachers among themselves and with their scholars; into the extent to which mistresses are employed in schools for either or for both sexes; into the character and frequency of any inspection or control by the governors; into the qualifications, duties, and salaries of the teachers, the tenure of their office, and the character and repute of their profession.

4. The *internal organization* must depend greatly on the mutual relations between different schools or classes of schools, how far they compete with or supplement one another, upon the ages and numbers of the pupils, and the degree in which both sexes and different ranks of life are associated in the same school. And here, the character of the lessons and exercises; the way in which they are prepared, whether with or without assistance; the method of teaching, whether conducted in large or small classes or by individual instruction; the books and apparatus used; the seasons and hours of school work, with their distribution among the different subjects of instruction; the length of vacations; the amusements and social life of the pupils; the size and arrangements of the school buildings and playgrounds; the supervision exercised over day scholars out of school hours, and the proportion of boarding schools to day schools, and of boarders to day scholars, are details of much interest and importance, which you should study in small and in large schools, in the country districts as well as in the thickly-peopled towns. You will ascertain the average attendance of the scholars, and the number of months or weeks of attendance during the year. You will also pay special attention to the provision made for discipline and moral training.

5. With regard to the *educational results*, you will endeavour to examine either *viva voce*, or on paper, or in both ways, some of the ordinary schools as well as those of a more important character, to be present during the school work, and ascertain whether the subjects taught are taught with more or with less accuracy, and whether the result is a greater or a less degree of culture than in

the corresponding schools of this country. You will inquire into the effect of the association of scholars of both sexes and of different ranks of life in the same school. You will also investigate the effect of the school system and teaching on the formation of character, and their adaptation to the subsequent life of the pupils.

6. Lastly, you will inquire whether any and what provision is made for religious instruction; to what extent children of different religious denominations are taught in the same school, and what is the effect of this association both at the time and in after life; and in what manner any difficulties that may arise from the existence of different religious denominations are met.

Copies of the instructions addressed to the other Assistant-Commissioners under these Commissions, and of the questions and forms to be answered by the authorities of schools here, will be supplied you. Any information which you can obtain in this shape will have the advantage of being more readily comparable with the details of English and Scottish schools. Where you cannot obtain direct answers, these papers will serve to explain more fully the points to which the Commissioners' inquiry is directed, and to guide without unduly limiting your investigation. You must use your own discretion as to the particular places you visit, and schools you inspect, selecting such as may enable you to report with confidence on the general state of education, and the means used to harmonize its working, and secure its efficiency.

The Commissioners consider that your inquiry may be completed in six months, and your Report in two months more. You are requested to address your Report jointly to the two Commissions. By order of the Commissioners,

H. J. ROBY,

Secretary to the Schools Inquiry Commission.

P. CUMIN,

*Secretary to the Commission of Inquiry into
the Schools in Scotland.*

Rev. James Fraser.

A BILL to Extend and Improve the Parochial Schools of Scotland, and to make further Provision for the Education of the People of Scotland.

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Act of 1696. **W**HEREAS an Act was passed by the Parliament of Scotland, in the First Parliament of King William, in the Year 1696, entitled, '*Act for Settling of Schools*,' and whereas another Act was passed in the Session of the Forty-third Year of the Reign of His Majesty King George the Third, Chapter Fifty-four, entitled, '*An Act for making Better Provision for the Parochial School-masters, and for making Further Regulations for the Better Government of the Parish Schools in Scotland*,' and another Act was passed in the Session of the First and Second Years of the Reign of Her present Majesty, Chapter Eighty-seven, entitled, '*An Act to Facilitate the Foundation and Endowment of Additional Schools in Scotland*,' and another Act was passed in the Session of the Twenty-fourth and Twenty-fifth years of the Reign of Her present Majesty, Chapter One Hundred and Seven, entitled, '*The Parochial and Burgh School-masters (Scotland) Act 1861*;' and whereas it is desirable that the present system of Parochial Schools in Scotland should be extended and enlarged, and that Provision should be made for the Improvement of Existing Schools other than Parochial Schools, and for the Supply of Additional Schools throughout Scotland, Be it therefore enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons in Parliament assembled, and by the Authority of the same:

Definitions.

I. In this Act the following Words shall have the meanings hereby assigned to them:—

'Committee of Council.'

'Committee of Council' shall mean the Committee of Her Majesty's Most Honourable Privy Council for Education.

'The Board.'

'The Board' shall mean the Board of Education Established by this Act.

'Parochial School.'

'Parochial School' shall mean and include every School Established or to be Established and Provided for under the recited Act of the Forty-third Year of the Reign of His Majesty George the Third, Chapter Fifty-four, or the '*Parochial*

'and Burgh Schoolmasters (Scotland) Act 1861,' and every School taught by a Teacher appointed under the Eleventh Section of the recited Act of the Forty-third Year of the Reign of His Majesty George the Third, Chapter Fifty-four.

'Parliamentary School' shall mean any School Established or to be Established under the said recited Act of the First and Second Years of the Reign of Her Majesty, Chapter Eighty-seven.

'Proprietor' shall apply to Liferenters as well as Fiars, and to Tutors, Curators, Commissioners, Trustees, Adjudgers, Wadsetters, or other Persons who shall be in the actual receipt of the Rents and Profits of Lands and Heritages,

'Burgh' shall include and apply to Cities, Burghs, and Towns which are Royal Burghs, or which send or contribute as Burghs to send a Member to Parliament.

'Limits of a Burgh' shall mean the boundaries of any Burgh as the same are ascertained and fixed under the Provisions to that effect contained in the 'Prisons (Scotland) Administration Act 1860.'

'Town Councils' shall include the Lord Provost or Provost or Chief Magistrate, and the Magistrates and Council of Burghs.

'Landward Parish' shall mean any Parish, the whole or any portion of which is situate without the Limits of any Burgh.

'The Limits of a Landward Parish' shall mean any such Parish, exclusive of such portions as may be situate within the Limits of any Burgh.

'Lands and Heritages' and 'Valuation Rolls' shall have the same meanings as are assigned to these words in an Act passed in the Session held in the Seventeenth and Eighteenth Years of the Reign of Her Majesty, Chapter Ninety-first, entitled, '*An Act for the Valuation of Lands and Heritages in Scotland*;' and another Act to Amend the same, passed in the Session held in the Twentieth and Twenty-first Years of the same Reign, Chapter Fifty-eight.

'Ratepayer of a Parish' shall mean every Person whose name shall for the time being appear as Proprietor or Tenant and Occupant of Lands and Heritages within such Parish to any value above Four Pounds on the Valuation-Rolls of any County or Burgh, made up in terms of the Acts last hereinafter mentioned.

'The Heritors' shall mean Heritors qualified in terms of the said recited Act of the Forty-third Year of the Reign of His Majesty George the Third, Chapter Fifty-four.

CONSTITUTION OF 'THE BOARD OF EDUCATION.'

II. A Board of Education shall be and is hereby established for carrying into effect the purposes of this Act, and the Board shall consist of the following Persons, namely—The Lord Provost of Edinburgh, the Lord Provost of Glasgow, the Lord Provost of Aberdeen, the Provost of Dundee, all for the time being; Four Persons to be chosen in manner hereinafter mentioned, that is to say, One Person by the University Court of each University in Scotland, who may or may not be a Member of such University; Three Persons to be chosen in manner hereinafter mentioned, that is to say, One Person by the Commissioners of Supply of each of the Counties of Inverness, Perth, and Ayr; Three Persons, that is to say (*to be named*),

A Board shall be established, and called 'The Board of Education in Scotland.' Constitution thereof.

together with One other Person whom it shall be lawful for Her Majesty by Writing, under the hand of one of Her Majesty's principal Secretaries of State to appoint, and who shall be Chairman; and the Board shall be called 'The Board of Education in Scotland.'

III. It shall be the duty of the University Court of each University in Scotland, as soon as conveniently may be, and in no case later than Two Months after the passing of this Act, and thereafter, from time to time to appoint respectively one Person as a Member of the Board, and the several Persons so appointed shall continue to be Members thereof during Three Years after the date of their respective Appointments, and until other Persons shall have been in like manner appointed in their room: Provided that any of the University Courts may reappoint any one of the same Persons to be a Member of the Board, and fill up from time to time any vacancy which may occur by the Death, Resignation, or otherwise, of any Member appointed as last aforesaid.

Election by University Court.

By Commissioners
of Supply.

IV. It shall be the duty of the Commissioners of Supply of each of the Counties of Inverness, Perth, and Ayr, as soon as conveniently may be, and in no case later than Two Months after the passing of this Act, to hold respectively a Meeting, and at such Meeting to elect One Person as a Member of the Board, and the several Persons so elected shall continue to be Members thereof until the Annual Meeting of the said Commissioners, which shall be held on or about the Thirtieth Day of April next after the passing of this Act; and the said Commissioners of each of the said Counties shall respectively elect, at such Annual Meeting held as aforesaid, and in every subsequent year, One Person as Member of the Board; and the several Persons so elected by such Commissioners as aforesaid shall, in all cases, continue to be Members thereof, until other Persons shall have been in like manner appointed in their room: Provided that the said Commissioners of any of the said Counties may respectively reappoint any one of the same Persons to be a Member of the said Board, and fill up from time to time any vacancy which may occur by the Death, Resignation, or otherwise, of any Member appointed by the said Commissioners.

Death, Removal,
and Resignation.

V. It shall be lawful for Her Majesty, Her Heirs and Successors, to remove any of the three Members of the Board named in this Act, or the said Person to be appointed by Her Majesty as aforesaid, or any of those appointed in their room, and also from time to time to supply any Vacancy which may occur in the Board by Death, Resignation, Removal, or otherwise, of any of said last-mentioned four.

Members of the
Board to derive no
profit except the
paid Member.

VI. The Members of the Board shall derive no Profit or Emolument for the Discharge of the Duties of their Office, except as hereinafter mentioned, and shall not be personally responsible for anything done *bona fide* in the Execution of this Act, and in exercise of the powers therein contained; provided always that all the necessary Travelling Expenses of the Members of the Board, and Travelling and Office Expenses, and Expenses of Clerks and Messengers incurred in the discharge of the duties imposed by this Act, and sanctioned by the Board, shall be defrayed by the Commissioners of Her Majesty's Treasury, at such Rates as they shall think fit, out of any Moneys voted by Parliament for that purpose.

Secretary.

VII. It shall be lawful for Her Majesty, Her Heirs and Successors, to appoint a fit Person to be Secretary to the Board, and such Secretary, and every Secretary to be hereafter appointed, shall be removable from his Office by Her Majesty, on the application of the Board; and, upon the Death, Resignation, or Removal of any such Secretary, Her Majesty, Her Heirs and Successors, shall appoint a Secretary in the room of the Secretary so dying, resigning, or being removed.

Paid Member and
Chairman.

VIII. The said Person appointed by Her Majesty a Member of the Board and Chairman, and his Successor, and the said Secretary, shall each receive an adequate Salary, at a rate to be fixed by the Commissioners of Her Majesty's Treasury, and to be paid out of any Moneys to be voted by Parliament for that purpose.

Meetings of the
Board to be held
twice a year.

IX. The Board shall meet at Edinburgh upon the _____ day of _____ next, or upon the first convenient day within ten days thereafter, of which due notice shall be given by the Secretary to each of the Members of the Board, and shall thereafter hold two general Meetings in each year, one upon the first _____ in _____, and the other upon the first _____ in _____; and at such first meeting, and at all other meetings, to be held

Three Members
shall be a quorum.

in pursuance of this Act, three Members shall be a Quorum, with power to act in all matters hereby committed to the Board, and the Board shall have power from time to time, to adjourn any Meeting, and to hold Special Meetings at such time and place as they may think fit, and it shall be the Duty of the Chairman of the Board, not only to attend at the General and the Special or Adjourned Meetings, but to give regular Attendance for the purpose of conducting the Business of the Board, provided that in case of the absence of the Chairman at any Meeting, the Members of the Board who are present may elect one of themselves to act as Chairman of such Meeting.

POWERS AND DUTIES OF THE BOARD.

X. The Board shall have power, as often as they may deem fit, to appoint any two or more of their number as a Committee for the purposes of this Act, and if more than two, to fix the number of such Committee that shall be sufficient to transact business; and it shall be lawful for such Committee in transacting the business committed to them, to exercise all the powers necessary for that purpose which are by this Act given to the Board; and such Committee shall be bound to report to the Board at such time or times as they shall direct, and failing such direction, shall report to the Board at their next General Statutory Meeting.

Power to appoint Committee.

XI. It shall be lawful for the Board, from time to time, as they shall see occasion, to make general Rules and Regulations for conducting the Business of the Board, and for exercising the powers and authorities hereby conferred upon them, and to alter such Rules and Regulations; and such Rules, Regulations, and Alterations, or a copy thereof, shall, in January of each year, be printed in such form as to show separately all Rules and Regulations cancelled or modified, and all New Regulations, and shall annually be laid on the table of both Houses of Parliament within One calendar Month from the meeting thereof: Provided that such Rules, Regulations, or Alterations as aforesaid, shall not have any effect or operation until the same shall have been submitted to Parliament, and laid on the table of both Houses for at least One calendar Month.

Power of Board to make Rules and Regulations, which are to be printed and annually laid before Parliament.

Rules not to operate until they have been laid before Parliament for a month.

XII. The Board shall make a Record of their Proceedings, in which shall be entered Minutes of all Meetings held by them, or any Committee appointed by them, and all Resolutions passed and Orders made by them, and all other matters which the Board may judge proper; and the Board shall once in every year submit to the President of Her Majesty's Privy Council a General Report of their Proceedings, which Report shall contain in particular a full Statement as to the National Schools hereinafter mentioned in Scotland, and the Funds raised for Building, Enlarging, and Maintaining such Schools; and every such Report shall be laid before both Houses of Parliament, within six weeks after the receipt of the same by such President of the Council, if Parliament be then sitting, or if Parliament be not sitting, then within six weeks of the next Meeting thereof.

Board shall make a record of their proceedings, and submit an annual report to the President of the Council, which shall be laid before Parliament.

XIII. The Board shall be entitled to exercise all the powers and authorities which are now exercised by the Commissioners of Her Majesty's Treasury, under or by virtue of the said recited Act of the first and second years of Her Majesty, chapter eighty-seven, and the sums now vested in the name or names of such persons, as the said Commissioners of Her Majesty's Treasury may have nominated, shall be transferred into the name of the Board.

Board to exercise all powers now exercised by the Treasury under the 1 & 2 Vict. c. 87, as to Parliamentary Schools.

XIV. It shall be the duty of the Board from time to time to ascertain and fix, as regards each Parish and Burgh in Scotland, what number of Schools is necessary in order to provide adequate means of instruction within such Parish or Burgh, and to decide with regard to each of such Parishes and Burghs whether any School or Schools in addition to the existing Parochial and Parliamentary Schools ought to be adopted or erected therein, under this Act, and for these purposes the Board shall have power to call for the attendance of all persons, and for delivery of and access to all such documents as may seem to them necessary; and may by themselves or by those authorized by them, enter, inspect, and examine all Schools, Schoolhouses, and such other buildings as to them may seem expedient, and each of the Schools so adopted or erected by the Board, shall be deemed a 'National School.'

To fix as to each parish or burgh the number of schools required.

To make inquiries and declare every school adopted or erected by the Board a 'National School.'

XV. For the purpose of enabling the Board to fix the number of Schools required in any Parish or Burgh, and to ascertain the condition of the School Buildings, and the quality of the Education furnished in the Schools in Scotland, and to conduct special inquiries or make special Reports, it shall be lawful for the Board, from time to time, to appoint one or more special Commissioners, upon such terms, for such periods, and at such remuneration as may be sanctioned by the Lords of the Treasury; and such special Commissioner or Commissioners when appointed shall visit such Districts and enter and examine such Schools, and render such Reports as he or they may be required to visit, enter, examine, and render by the Board.

In order to do this, Board, with the sanction of the Lords of the Treasury, may appoint special Commissioners.

PAROCHIAL AND OTHER EXISTING SCHOOLS.

Parochial and Parliamentary Schools shall be *Old National Schools*, and shall continue to be managed as at present.

XVI. Every Parochial School and every Parliamentary School, is hereby declared to be a '*National School*,' and shall, from and after the passing of this Act, be designated '*An Old National School*,' and shall continue to be managed and regulated in like manner as is provided in regard to such Schools by the Acts relating thereto, now in force, except so far as may be otherwise provided by this Act.

Board, with the sanction of a majority of the trustees, managers, or proprietors of any school, may adopt any such school, which shall continue to be managed as at present, except so far as may be agreed upon.

XVII. It shall be lawful for the Board, with the sanction of the Trustees, Managers, or Proprietors of any School (other than an old National School), existing at or within years after the passing of this Act, testified by a Declaration to that effect, signed by a majority of such Trustees, Managers, or Proprietors, and upon such terms as may be agreed upon between the Board and a majority of such Trustees, Managers, or Proprietors, to resolve that any such School shall be adopted and established as a National School, and thenceforth such School shall be, and shall be designated '*An adopted National School*,' and shall continue to be managed and regulated in like manner as it shall have been managed and regulated before the passing of such Resolution, except so far as may be agreed upon between the Board and a Majority of the Managers, Trustees, or Proprietors of such School, and except so far as may be otherwise provided by this Act: Provided that a majority of the Trustees, Managers, or Proprietors for the time being of any such School, shall have power and authority to agree to such terms as may be proposed by the Board after hearing all parties interested, notwithstanding the Conditions and Limitations contained in any Feuchartex or Disposition, or other Deed relating to such School: Provided also, that when a portion of any Parliamentary Grant shall have been, or shall be applied towards the erection of any School, such agreement may be made without the consent of the Secretary of State for the Home Department for the time being: Provided also that no School shall be adopted as a National School, unless or until the Principal Teacher thereof shall hold or obtain a Certificate of Competency as hereinafter mentioned.

Consent of the Home Secretary in certain cases unnecessary.

Teacher to hold certificate of competency.

NEW NATIONAL SCHOOLS.

Board may resolve to erect new schools, and such schools shall be erected unless two-thirds or three-fourths of the School Committee of the parish or burgh object.

XVIII. It shall be lawful for the Board from time to time to resolve that it is expedient that one or more New Schools should be provided, erected, and established in any Parish or Burgh, and to fix the Situation of such New School or Schools, and the Board shall direct such Resolution to be intimated to the Chairman of the School Committee (appointed or to be appointed as hereinafter provided) of the Parish or Burgh within which it is proposed to provide, erect, and establish such New School or Schools, and if the said Chairman shall, within thirty clear days after a day to be fixed by the Board, intimate to the Board, in writing, that two-thirds of the Members of such School Committee, in case they shall be six, or that three-fourths in case they shall be four or eight, refuse to concur in such Resolution, such New School or Schools shall not be provided, erected, or established, and thereupon such School Committee shall *ipso facto* be dissolved: Provided that after the expiration of Twelve calendar Months from the date of any such refusal, it shall be lawful for the Board to come to the same Resolution, with such alterations in the terms thereof as may seem necessary, and to direct such renewed Resolution to be intimated to the Chairman of the School Committee (appointed or to be appointed as hereinafter provided) of such Parish or Burgh as aforesaid, under the same conditions as aforesaid: Provided also, that in case two-thirds or three-fourths, as aforesaid, of the Members of such last-mentioned School Committee shall refuse to concur in such renewed Resolution, but it shall appear to the Board that the Accommodation in efficient Schools for the Children in such Parish or Burgh is defective, it shall be lawful for the Board, in case there shall be an existing School-Committee in such Parish or Burgh, to issue an order directing such School-Committee forthwith to carry into effect such renewed Resolution, and in case there shall not be any such School-Committee as aforesaid, to nominate persons to act as a School Committee for such Parish or Burgh who shall forthwith take such proceedings as are next hereinafter mentioned, and shall exercise all the Powers, and be subject to the same Rules and Regulations, as if such last-mentioned School Committee had been duly elected or nominated, and had concurred in such Resolution as aforesaid.

In case proposal is rejected, the Board may come to a similar resolution after twelve months. In case the renewed resolution is rejected, but Board resolves that the schools are not sufficient, the concurrence of the School Committee is not required.

XIX. It shall be lawful for the School Committee of any Parish or Burgh within which it shall have been duly resolved to provide, erect, and establish such new School or Schools, and they are hereby required (unless the Board shall otherwise direct) forthwith to take the necessary Proceedings for the Erection or Establishment of such new School or Schools, and to obtain Plans and to purchase Ground for the necessary School Buildings, and a Teacher's residence (whenever such residence shall, in the opinion of the Board, be required), or to Purchase any existing School or other Premises that may be approved by the Board, and convert the same to School purposes; and in order to enable the said School Committee so to do, the Clauses of the Lands Clauses Consolidation (Scotland) Act 1845, with respect to the Purchase of Lands by agreement, shall be incorporated herewith, and the expression, the 'Promoters of the undertaking,' in the said Lands Clauses Consolidation Act shall, for the purposes of this enactment, mean the School Committee of any Parish or Burgh; and the majority of the Trustees, Managers, or Proprietors of any School, within any Parish or Burgh, shall have power and authority to transfer the School-buildings, with the appurtenances and the furniture thereof, to the School Committee of such Parish or Burgh, upon such terms as may, with the sanction of the Board, be agreed upon, and such Agreement shall be carried into effect notwithstanding the Conditions and Limitations contained in any Feu-Charter or Disposition, or other Deed relating to any such School: Provided that all Parties interested in any School which may, in the opinion of the Board, be subject to such Conditions and Limitations, shall have an opportunity of being heard by the Board.

School Committee to take proceedings to erect school.

XX. Every such new School when so provided, erected, and established, shall be designated and be '*A New National School*,' and shall be under the management of the School Committee (appointed or to be appointed as hereinafter provided) of the Parish or Burgh within which such new School is situate.

New schools to be *New National Schools* and to be managed by School Committee.

XXI. It shall be lawful for the School Committees of two or more Parishes, with the sanction of the Board, to agree together for the purpose of establishing a new School or new Schools which shall be common to such Parishes, and every such *New National School* shall be and be designated a '*Combined National School*;' and every such Agreement shall specify the number of the Members of the School Committee who shall manage such *Combined National School* or *Schools*, and the mode in which such Members shall be Elected, and the proportion in which each of such Parishes shall, out of the School Assessment hereinafter mentioned, contribute towards the erection, establishment, or maintenance of any such *Combined National School* or *Schools*, and the Person appointed the Treasurer thereof shall, out of the said School Assessment levied in each of the said several Parishes, be entitled to receive such sum or sums of money as may from time to time be due according to the said Agreement: Provided always, that the School Committee of such *Combined National School* or *Schools* shall have all the Powers which are hereby vested in any other School Committee for the purpose of enabling them to erect, establish, or maintain a New National School, or Schools, except so far as may be otherwise provided by this Act.

Combined National School.

XXII. Every School Committee shall have power to Elect from time to time a Teacher or Teachers, and to fix his, her, or their Salary, and to determine the Branches of Education to be taught, and to adjust the School Fees in the Schools managed by such School Committee, subject nevertheless to the Provisions of this Act, and to the General Rules and Regulations to be made under the same by the Board.

School Committee may elect teacher, etc.

UNION OF PAROCHIAL SCHOOLS.

XXIII. If it shall appear to the Board that one old National School is sufficient for the Educational wants of two or more Parishes, the Board may resolve, with the consent of the Heritors and Ministers of such Parishes respectively, that such Parishes shall be united and form an United Parish as regards such School, and issue an order accordingly: Provided always, that the Schoolmaster of every School which the Board, in pursuance of such resolution, shall order to be discontinued as a an old National School, shall be entitled during his life to receive from the Heritors who are at the time of discontinuance liable in the same, the amount of Salary to which he shall be entitled by law at the date of such resolution.

Parishes may be united for school purposes.

SIDE SCHOOLS.

Heritors and minister are not to divide any salary without sanction of the Board.

XXIV. From and after the passing of this Act, it shall not be competent to the Heritors and Minister to divide any Salary among two or more Teachers under the provisions of the said recited Act passed in the Session held in the Forty-third Year of the Reign of His Majesty George the Third, without obtaining the sanction of the Board, testified by a Resolution passed by them to that effect.

POWER TO CONVERT OLD AND ADOPTED NATIONAL SCHOOLS INTO NEW NATIONAL SCHOOLS.

Board may under certain conditions convert any old National School, whereof the salary of the teacher is less than £35, into a *New National School*.

XXV. It shall be lawful for the Board, after giving such notice as next hereinafter mentioned, to resolve that any old National School, whereof the Salary of the Teacher at the date of such resolution shall be less than the sum of Thirty-five Pounds from any source, exclusive of Fees and the annual value of any residence, shall be converted into and established as a *New National School*: Provided that the Board shall have given to the Heritors of any such Parish Six Months' notice of their intention to pass, and an opportunity of being heard against, such resolution.

Conversion of Old National Schools into New National Schools.

XXVI. It shall be lawful for the Heritors and Minister of any Parish, at a Meeting summoned for the purpose by their Clerk on the request of any Heritor, to resolve from time to time that any Old National School within such Parish, other than those last mentioned, shall be converted into and established as a New National School: Provided always, that the Conditions hereinafter mentioned shall have been fulfilled.

Conversion of Adopted Schools into New National Schools.

XXVII. It shall be lawful for the Managers, Trustees, or Proprietors, of any Adopted National School, at a Meeting duly summoned for the purpose, to resolve from time to time that any such Adopted National School shall be converted into and established as a New National School: Provided always, that the Conditions hereinafter mentioned shall have been fulfilled.

Resolution must be passed by a majority of two-thirds.

XXVIII. In case any such resolution to convert as aforesaid shall not have been passed by a majority of at least two-thirds of the votes represented at any such Meeting, no further proceedings shall be taken with respect to such conversion for the space of One Year following the date of such meeting; but in case any such Resolution shall have been passed by a majority of two-thirds at least of such votes as aforesaid, it shall be lawful for the said Heritors and Minister, and for the said Trustees, Managers, and Proprietors respectively, at a Meeting to be summoned for the purpose in the manner herein provided, and to be held not sooner than Twelve Calendar Months after the date of such Resolution as aforesaid, to reconsider the same, and no other question shall be put to such last-mentioned Meeting, but 'Approve' or 'Disapprove' of the said Resolution; and in case two-thirds at least of such votes as aforesaid shall be in favour of such Resolution, the same shall be confirmed, and a copy thereof shall be transmitted by the Chairman of such Meeting to the Board, who shall forthwith consider the expediency or inexpediency of the same.

Resolution to be reconsidered.

Resolution, if confirmed, to be transmitted to the Board.

Power of Board to consider if expediency.

If Board consider the Resolution expedient, it is to be transmitted to the Chairman of the School Committee, who may reject or affirm it.

XXIX. In case the Board shall resolve that it is inexpedient to carry such confirmed Resolution into effect, no further proceedings shall be taken thereupon for the space of One Year following such Resolution of the Board; but in case the Board shall resolve that it is expedient to carry such confirmed Resolution into effect, they shall transmit a copy of the Resolution which they shall pass to that effect, together with a copy of such confirmed Resolution as aforesaid, to the Chairman of the School Committee of the Parish or Burgh within which the Old National School or the Adopted National School, in such Resolutions referred to, is situated; and in case there shall be no existing School Committee within such Parish or Burgh, the Board shall take such Proceedings as hereinafter mentioned for the appointment of such School Committee as aforesaid, and of a Chairman thereof; and unless such Chairman shall, within thirty clear days after a day to be fixed by the Board, intimate to the Board, in writing, that two-thirds or three-fourths, as the case may be, of the Members of such School Committee refuse to concur in such Resolutions, such Old National School or such adopted National School shall be converted into and established as a New National School.

National Schools converted into New National Schools shall be managed as such.

XXX. Every National School which shall have been converted into and established as a *New National School*, shall, from and after a day to be fixed by the

Board, be maintained and managed as a *New National School*: Provided that the retired or acting School Teacher of any Old National School which shall have been converted into and established as a *New National School* shall after such conversion be entitled, during his life, to receive from the School Committee of the Parish within which any such converted School is situate, the same amount of Salary which he shall be entitled by law to receive from the said Heritors at the date of such conversion: Provided also, that the said Heritors shall not, after the appointment of such School Committee, be liable to contribute, as Heritors, to such School in respect to any Lands in the Parish within which such school is situate; but nothing in this provision shall relieve them from contributing as Ratepayers under any other Provision of this Act.

Salaries of the retired or acting teachers of converted schools.

MAINTENANCE AND REPAIR OF NATIONAL SCHOOLS:

XXXI. The Heritors of every Parish, and the Managers, Trustees, or Proprietors of every adopted National School, and every School Committee respectively, shall, in all time after the passing of this Act, maintain and keep in repair, or in case the Buildings shall have fallen into decay by accident or lapse of time, shall rebuild the Schoolhouses and Teachers' Houses respectively subject to their management, in such manner as shall be satisfactory to the Board, and failing them, the Board may direct any National School and Teacher's House to be rebuilt or repaired in such manner and according to such plan as to them shall seem expedient, and shall be entitled to recover from the Heritors of any Parish, or from the Managers, Trustees, or Proprietors of any adopted National School, or from any School Committee respectively, the cost of such rebuilding or repairs.

School premises to be kept in repair, or rebuilt in certain cases, at the expense of the heritors, the trustees, or the School Committee respectively.

XXXII. It shall be lawful for the Board to issue an order directing the Heritors of any Parish, or the Trustees, Managers or Proprietors, or any School Committee respectively, to enlarge, in such manner as the Board may seem expedient, any Schoolhouse or Teacher's Residence subject to their management.

Enlargement of school premises.

XXXIII. For the purpose of erecting or rebuilding any New National Schoolhouse or Teacher's residence, or of enlarging, altering, or repairing any New National Schoolhouse or Teacher's residence, the School Committee of any Parish or Burgh respectively are hereby authorized and empowered to borrow money; and for the more effectually securing the repayment of the sum or sums borrowed with interest, it shall be lawful for the said School Committee to burden or charge the future assessments which they are hereinafter hereby authorized to impose with the amount so borrowed: Provided that any loan of money borrowed for the purposes aforesaid shall be repaid by annual instalments of not less in any one year than $\frac{1}{10}$ of the sum borrowed, exclusive of the payment of the interest on the same; and for the purposes of such borrowing, the provisions of the Commissioners' Clauses Act, 1847, with respect to the mortgages to be executed by the Commissioners, except the eighty-fourth section thereof, are hereby incorporated with this Act, and the term 'Commissioners' used in those provisions shall, for the purposes of this Act, mean the School Committee.

School Committee shall have power to borrow, in order to enlarge, alter, or repair any school premises.

XXXIV. From and after the passing of this Act, no National Schoolhouse or Teacher's residence shall be purchased or built, nor shall any National Schoolhouse or Teacher's residence be enlarged or altered, nor shall it be lawful to impose an Assessment or borrow money for such purposes, unless the Contract of Purchase or the Plan of such National Schoolhouse or Teacher's residence, or of such proposed enlargements or alterations, shall have been submitted to and approved by the Board, and signed, subscribed, or endorsed by two Members thereof or the Secretary in attestation of their approval.

Plans for building, enlarging, or altering school premises to be approved by Board.

XXXV. Every Schoolhouse or Teacher's residence connected with or pertaining to any New National School, shall be and is hereby vested in the School Committee (who are hereby constituted a Corporation for the purpose) of the Parish or Burgh within which the same is situated: Provided that the School Committee may validly convey and dispose of all School Buildings vested or which may become vested in them, and which may, with the sanction of the Board, be found by the School Committee to be unnecessary for the purposes of this Act, and the money arising from such disposition shall be distributed by the Board in such manner as may seem to them just and expedient.

School premises vested in School Committee, who may dispose of unnecessary buildings.

CONSCIENCE CLAUSE.

Conscience Clause.

XXXVI. Every National School shall be open to children of all Denominations, and any Scholar in such School may be withdrawn from any religious teaching or service to which his or her parents may on religious grounds object; and if the Heritors, or Minister, or the Trustees, Managers, or Proprietors, or the School Committee having the management of any National School, or any Teacher thereof, shall, in the opinion of the Board, neglect or refuse to permit such withdrawal, such School shall in no case share in the Grant voted by Parliament for Education, and (if a New National School) shall not be entitled to any share in the School Assessment hereinafter mentioned.

SCHOOL COMMITTEES.

In Landward Parishes in which it has been resolved to establish a New National School, the Board shall inform the Sheriff of the County, and fix the number of the School Committee and the day of election.

XXXVII. In every Landward Parish in which it shall have been duly resolved to establish a New National School (and in which there is no existing School Committee), the Board shall forthwith intimate such Resolution to the Sheriff of the County within which such Parish is situated, and issue an Order fixing the number of Members of the School Committee of such Parish, which shall be Four, Six, or Eight, to be Elected as hereinafter mentioned, and also fixing the day on which the list hereinafter mentioned shall be annually completed and the day of such Election; and such Order may be rescinded or varied from time to time by the Board, and shall be advertised in such manner as the Board shall direct.

Sheriff shall prepare a list of Ratepayers, divided into three classes:—
(1.) Proprietors of £100 and more yearly rent.
(2.) Proprietors under that sum.
(3.) Occupiers.

XXXVIII. The said Sheriff, upon receiving intimation of such Resolution as aforesaid, and every year subsequently, shall cause to be prepared a List of all the Ratepayers of the Parish within which it is proposed to establish a New National School, and such Ratepayers shall be divided into, and shall each be entered in one only of, three classes; the first class including all who shall be Proprietors of Lands or Heritages within the Parish whereof the yearly Rent or Value amounts to £100 or more, according to the Valuation Roll in force for the time being in the County; the second class including all Ratepayers who shall be Proprietors of Lands or heritages within the Parish, whereof the yearly Rent or Value shall be less than £100 according to such Valuation Roll, as aforesaid; and the third class including all Ratepayers who shall be Tenants or Occupiers of any Lands or Heritages within the Parish.

Electors.

XXXIX. In every such Election, the persons appearing on such list in the said third class of Ratepayers in any such Parish shall elect half the members of the said School Committee (according to the number prescribed by the Board), and the persons appearing on such list in the said first and second classes of Ratepayers shall together elect the remaining half of such members: Provided always, that the Board may at their discretion direct that the persons constituting the said first class, and the persons constituting the said second class shall respectively elect such a proportion of the said last-mentioned half, as to the Board may seem expedient; and in such case the Board shall issue an order specifying such Proportion, which shall also be advertised in such manner as the Board shall direct; and it shall be lawful for the Board to rescind such last-mentioned Order, and to alter it from time to time, as they shall think fit: Provided always, that one-half of the Members of any School Committee shall, in all cases, be elected by the said third class.

"

Election.

XL. On the day so to be fixed by the said Board as aforesaid, and on the same day of the same month, or on the first lawful day thereafter of every third year subsequently, the persons entitled by this Act to elect any Member or Members of any School Committee shall meet for the purpose of electing such Member or Members; and if they shall not agree in their choice, then it shall be lawful for the Sheriff, or for any person or persons appointed by such Sheriff for this purpose, to collect the Votes of the persons present and entitled to vote at such Meeting, and to declare (according to the number prescribed by the Board) those persons to be Members who shall appear to have a Majority of Votes, and in the event of an Equality, the Sheriff shall declare which person or persons shall be preferred.

Duties of Sheriff after the Election.

XLI. The Sheriff shall, within Three Days after such Election, intimate to every person who shall have been elected the fact of his Election as a Member of such School Committee, and shall also transmit to the Secretary of the Board the Name, Designation, and Place of Abode of every such Member; and the

Members so elected shall be the School Committee, and (in case any National School shall be established with such concurrence as aforesaid) shall remain in Office for Three Years, or until the first meeting of the School Committee appointed in the third year next ensuing, and at each new Election any Member of such School Committee may be re-elected.

XLII. In every Burgh in which it shall have been duly resolved to establish a New National School (and in which there is no existing School Committee), the Board shall forthwith intimate such resolution to the Chief Magistrate or Administrator of the affairs of such Burgh, and shall issue an Order fixing the number of the Members of the School Committee of such Burgh, which shall be Four, Six, or Eight; and the Town Council of such Burgh shall meet on a day to be fixed by the Board, and on the same day of the same month, or on the first lawful day thereafter, of every third year subsequently, and shall nominate such number of persons to be Members of the said School Committee as they are authorized to nominate, and shall intimate to any person who shall have been nominated, the fact of his nomination as a Member of such School Committee, and shall also transmit to the Secretary of the Board the Name, Designation, and Place of Abode of every such Member; and the Members of the School Committee shall (if the New National School is established in such Burgh) remain in office until the first Meeting of the School Committee nominated in the third year next ensuing, and at each New Nomination any Member of such School Committee may be again nominated.

XLIII. In case the Ratepayers in any Parish, or the Town Council of any Burgh, shall respectively neglect or refuse to Elect or Nominate the Members of the School Committee, which they shall respectively be directed by the Board to Elect or Nominate, it shall be the duty of the Board to Nominate a School Committee in such manner as they may think fit, and such School Committee shall exercise the same Powers, and continue in Office so long, and be subject to the same Rules and Regulations as if it had been Elected or Nominated by the Ratepayers or Town Council respectively.

XLIV. Every School Committee shall hold their First Meeting at such place and on such day as the Board shall fix, and of the day and place of such Meeting due notice shall be given in such manner as the Board shall direct; and every such Meeting may be adjourned, and a majority of the Members for the time being of every such Committee shall be a Quorum; and in case of a Vacancy in any such Committee by Death, Resignation, or otherwise, the Vacancy so caused shall be filled up by Election or Nomination, which shall be on a day to be fixed by the Board, and conducted in like manner as hereinbefore is mentioned, and such Election or nomination shall be made by the same class of persons as may have elected or nominated the person who has caused the Vacancy; and it shall not be held to invalidate the acts of any School Committee that no Election or Nomination has been made of the respective number of persons authorized to be elected or nominated.

XLV. On or within two clear days after the day of the First Meeting of each School Committee, the Clerk thereof shall transmit to the Secretary of the Board a Statement of the Name, Designation, and Place of Abode of each Member of the School Committee, whereof he is Clerk, and shall from time to time transmit a Statement as to every Vacancy, and the Name, Designation, and Place of Abode of every person who may be appointed to supply a Vacancy in such School Committee.

OFFICE-BEARERS.

XLVI. The Heritors and Minister of every Parish in which there is an Old National School, and the Managers, Trustees, and Proprietors of every adopted National School, and every School Committee under this Act, shall appoint from amongst themselves a Chairman, a Treasurer, and a Clerk of the Schools subject to their management respectively, and the person so appointed Chairman, whom failing, such Person being one of their number, as the Members present at any meeting shall appoint, shall preside at every meeting of such School Managers, and shall have both a deliberative and a casting Vote: Provided that every Member present at any meeting shall have one vote, and any act done or resolution adopted by a majority of the votes represented, at any meeting summoned by the said Clerk, shall be valid, except so far as may be inconsistent with

the Provisions of this Act : Provided also that nothing herein contained shall be construed to repeal or modify the seventh or twenty-second sections of the said recited Act of the forty-third year of the reign of His Majesty George the Third, chapter fifty-four.

INSPECTION.

H.M. Inspectors to enter and examine National schools, and every National School shall be inspected once every year.

XLVII. It shall be the duty of any of her Majesty's Inspectors or Assistant-Inspectors of Schools now Acting in Scotland, or who may hereafter be appointed by Her Majesty, or by the Committee of Council, to act in Scotland, and every such Inspector or Assistant-Inspector is hereby empowered to enter and inspect any National School in Scotland which he may be from time to time directed by the Committee of Council to enter and inspect; and such Inspector or Assistant-Inspector shall, if required so to do by the Committee of Council, examine the Teachers and Scholars thereof, and draw up such report, and perform such duties as he may be directed to draw up and perform, and a copy of every such Report shall be presented by the President of the Council to the Board within one calendar month after it shall have been presented to the Committee of Council; and every National School in Scotland shall be inspected by such Inspector or Assistant-Inspector once at least every Twelve Months, or as often as the Committee of Council shall, by the Code hereinafter mentioned, direct: Provided that no Inspector or Assistant-Inspector shall examine any Person in any National School in religious knowledge, unless he shall have been requested to do so by a majority of the Managing Body of such National School.

But Inspector shall not examine in religious knowledge but by request.

REGISTER OF NATIONAL SCHOOLS AND OF ATTENDANCE.

National Schools shall be registered.

XLVIII. Every National School shall be Registered at the Office of the Board, and such Register shall contain the Names and Residences of the Heritors and Minister of every Parish, of the Managers, Trustees, and Proprietors of every Adopted National School, and of the Members of the School Committee of every Parish or Burgh, and shall set forth, in respect to each National School, the Individual Heritor, Manager, Trustee, Proprietor, and Member of the School Committee who may be nominated Chairman, Treasurer, or Clerk.

Register of Scholars.

XLIX. The Teacher of every National School shall keep a Register of the Attendance of Scholars according to the form prescribed by the Board, and in case any Teacher in any National School shall wilfully neglect or refuse so to do, it shall be lawful for the Board to dismiss such Teacher, and to withdraw his or her Certificate of Competency.

EXISTING TEACHERS IN OLD NATIONAL SCHOOLS.

21st sect. of 43 Geo. III. c. 54, and 14th and 19th sects. of the Parochial and Burgh Schoolmasters' (Scotland) Act, 1861, repealed. If the Board, upon inquiry, consider the teacher of an Old National School incompetent, or morally unfit, they may permit him to resign, or may issue an order suspending or removing him from office.

L. The twenty-first section of the said recited Act of the Session held in the forty-third year of his Majesty George the Third, Chapter fifty-four, and the fourteenth and nineteenth sections of the Parochial and Burgh Schoolmasters' (Scotland) Act, 1861, are hereby repealed, and instead thereof, Be it enacted, that in case it shall appear to the Board, from any Report furnished by one of Her Majesty's Inspectors of Schools in Scotland, or such other inquiry as to the Board may appear expedient, that the Teacher of any Old National School, appointed before the passing of this Act, has become disqualified because of infirmity or old age, for the due performance of the duties of the office, or that from negligence or inattention, or want of ability in mind or body, such Teacher has failed efficiently to discharge such duties, or has been guilty of immoral conduct, or of cruel or improper treatment of the Scholars under his or her charge, the Board may, if they think fit, permit such Teacher to resign the said office, or may issue an order suspending him or her for a period from such office, or removing him or her from the same; and such order shall be final, without appeal to, or review by, any Court, civil or ecclesiastical, on the ground that the Board has exceeded its jurisdiction, or that the case alleged has not been proved, or on any other ground whatsoever; and in every such order the Board shall specify the period at which the person so suspended or removed as aforesaid shall quit possession of the Schoolroom, Schoolhouse, or other tenement which he or she may hold by virtue of his or her office, and, if they think fit, the person or persons to whom possession thereof is to be delivered, and in case of any order of suspension the Board shall specify therein the period (if any) at which the person so suspended as aforesaid may resume possession of the School premises.

LI. In every case in which the Teacher of any Old National School, appointed before the passing of this Act, may have resigned or been removed from office under these provisions, the Heritors and Minister may grant to such Teacher a retiring allowance, payable during the remainder of his or her life: Provided, that where such resignation or removal shall not, in the opinion of the Board, be occasioned by any Fault on the part of the Teacher, the Heritors shall grant a retiring allowance, the amount whereof shall in no case be less than two-third parts of the amount of the Salary pertaining to the said office at the date of such resignation or removal, and shall not exceed the gross amount of such Salary; and in case the full Salary shall not exceed Fifteen pounds, then such retiring allowance shall be equal to the full Salary; and in case the full Salary shall exceed Fifteen pounds, but shall not exceed Twenty-two pounds Ten shillings, then such retiring allowance shall be equal to Fifteen pounds; and every such retiring allowance shall be payable in all respects in like manner with the Salary of the Teacher.

Retiring allowances for schoolmasters who have resigned or been removed.

LII. In every case in which the Teacher of any Old National School shall have been suspended by the Board, the Salary of such Teacher, in respect of the office, shall cease and determine from the date of such suspension until the next term of Whitsunday or Martinmas following the expiration of the term of Suspension specified by the Board, and the Salary accruing during the said period shall be applied by the Heritors and Minister toward providing a Substitute for such Teacher during the period of such Suspension.

Salary during suspension of teacher.

TEACHERS IN NATIONAL SCHOOLS HEREAFTER APPOINTED.

LIII. Every Person appointed, after the passing of this Act, to be a Teacher in any National School, shall hold his or her Office during such Period of Time and subject to such Conditions as may be agreed upon between such Teacher and the Heritors and Minister, or the Trustees, Managers, and Proprietors, or the School Committee having the management of the National School in which such Teacher may be employed, subject nevertheless to such General Rules and Regulations as the Board may from time to time issue on the subject: Provided that no Teacher to be appointed hereafter to any National School shall be deemed to have acquired an interest for life by virtue of such Appointment; but shall in default of any specific Engagement hold his or her office at the discretion of the person or persons who appointed him or her.

Tenure of the office of teacher hereafter appointed.

LIV. Every Person who shall, after the passing of this Act, be a Candidate for the office of Teacher in any National School shall, before his or her admission as a Candidate, and as a condition thereof, and of his appointment to the office, be the holder of a Certificate of Competency, and every such Candidate shall be considered as holding such Certificate who holds a Certificate of Merit from the Committee of Council, or a Certificate from the University Examiners herein-after mentioned.

Every teacher in a National School must hold a certificate of competency from Committee of Council or University Examiners.

UNIVERSITY EXAMINERS.

LV. It shall be the duty of the University Court of each University in Scotland, as soon as conveniently may be, and in no case later than Two Months after the passing of this Act, and thereafter from time to time, to appoint Persons to be Examiners of such as desire to obtain a Certificate of Competency, of such Persons being Professors in the Faculty of Arts of the University.

Appointment of Examiners by the University Court.

LVI. The Persons so appointed shall continue to be Examiners during two years from and after the date of their respective appointments, and until other Persons shall have been in like manner appointed in their room: Provided that it shall be lawful to the University Court to re-appoint all or any of the same Persons to be such Examiners, and to fill up from time to time any Vacancy which may occur by the Death, Resignation, or Disqualification of any of the Examiners; and it shall be lawful to each of the Persons so appointed to nominate as his Deputy, with power to act as his Substitute in case of his absence at any Meeting of the Examiners, any Person who may have become a Graduate in Arts of any University not later than three years prior to such Nomination: Provided that such Nomination shall be approved by the Board, and the Exa-

Examiners to hold the office for two years, but may be re-appointed.

miners may appoint one of their number, or any one of their Substitutes, to act as Secretary.

Board to make regulations as to examinations.

LVII. It shall be lawful to the Board to make, on or before the day of , and thereafter from time to time, such Regulations as they may see fit in regard to the Time and Manner and Standard of such Examinations, and as to the Subjects to which the same shall extend, and to regulate the Notice to be given thereof; and the said Regulations shall be published by Advertisement in such manner as the Board shall direct, and such Examinations shall be held within the Buildings of the University, and at such other Places, and at such Times as shall be fixed by the Board.

Persons who intend to submit themselves to University Examiners must send in their names to the Secretary of the Board, who shall determine the particular examiners who shall examine them.

LVIII. Every Person who intends to submit himself or herself to the University Examiners, shall transmit his or her Name, Designation, and Place of Abode to the Secretary of the Board, and the Board shall thereupon issue an Order directing such Person to submit himself or herself to the Examiners of such University as they may think expedient, and the said Examiners shall examine such Person as to his or her Fitness and Qualification for the Duties of the Office of Teacher, according to the Regulations issued by the Board, and being found qualified, the said Examiners shall furnish to him or her a Certificate to that effect, subscribed by them or by a majority of their number, which Certificate shall be conclusive evidence that he or she has passed the required Examination, and has been found qualified for the said Office, and a Copy of such Certificate shall be transmitted by the Examiners or their Secretary to the Secretary of the Board, who shall keep a Register of such Certificated Persons, and such Certificate shall continue in force until it shall have been withdrawn or suspended by the Board.

Treasury to pay to each examiner for each person examined.

LIX. It shall be lawful to the Commissioners of Her Majesty's Treasury to pay out of any moneys which may be voted by Parliament for that purpose, the sum of to each of the said Examiners for and in respect of every Person examined by them under the Provisions of this Act, and also the sum of for each Examination to the Secretary of the Examiners.

WITHDRAWAL OR SUSPENSION OF CERTIFICATES.

Power of Board to suspend or withdraw the Certificate of competency in certain cases.

LX. It shall be lawful for the Board to issue an Order suspending or withdrawing any such Certificate of competency as aforesaid, in case it shall be made to appear to their satisfaction, after such Inquiry by the Board as they may think fit, that the holder of such Certificate has not been in charge of a National School during Five consecutive Years immediately preceding such withdrawal, or has been guilty of any Immoral Conduct, or of Cruel and Improper Treatment of the Scholars under his or her charge, or that he or she is disqualified, because of Infirmary or Old Age, for the due performance of the Duties of his or her Office, or that, from Negligence or Inattention, or Incapacity of Mind or Body, he or she has failed efficiently to discharge such Duties, and such Order as last aforesaid shall be final, without Appeal or Review by any Court, Civil or Ecclesiastical, on the ground that the Board has exceeded its jurisdiction, or that the case alleged has not been proved, or on any ground whatsoever; and every such Teacher whose Certificate shall have been suspended or withdrawn by the Board, shall forthwith cease to be a Certificated Teacher, and shall be removed from the Office of School-Teacher which he or she may then hold, and shall vacate the Schoolroom and Schoolhouse and other tenement which he or she may hold by virtue of his or her office, and shall cease to enjoy the Emoluments attached to such School, and such Person shall not be eligible as a Candidate for such Office during the period of such Suspension or Withdrawal: Provided that no Certificate shall be suspended for a longer period than six months, and shall be renewed upon such terms as to the Board may seem expedient: Provided also, that when the necessity for withdrawing such Certificate shall not, in the opinion of the Board, be occasioned by any fault on the part of the School-Teacher, the Heritors, in the case of any Old National School, and the School-Committee in the case of any New National School, shall grant a Retiring Allowance, the amount whereof shall not be less than two-third parts of the Salary pertaining to the said Office at the date of such withdrawal, and shall not exceed the gross amount of such

Salary, and the Heritors or School Committee shall have power to assess for such Retiring Allowance in like manner as they may assess for the Schoolmaster's Salary, or for the 'School Assessment,' hereinafter mentioned.

MODE OF ENFORCING ORDER OF SUSPENSION OR REMOVAL OF ANY TEACHER.

LXI. If any Teacher, contrary to any Order of the Board, shall refuse or fail to quit possession of any Schoolroom, Schoolhouse, or other Tenement which he or she may hold by virtue of his or her office, it shall be the duty of the Sheriff of the County within which such School Premises are situate, upon application made to him by the Secretary of the Board, or by the Chairman of the Managers of any National School, and upon production, along with such application, of a copy of the Order of the Board therein referred to, purporting to be signed by the Secretary of the Board, forthwith to grant Warrant for Ejecting such Teacher from such School Premises on not less than ten nor more than twenty-one days' charge, which Warrant shall be enforced in common form, and shall not be liable to be stayed by Suspension, Reduction, or any other form of Process.

Teacher refusing or neglecting to quit School Premises to be ejected by Warrant from the Sheriff.

ENDOWED SCHOOLS.

LXII. It shall be lawful for the Board, by themselves or by those duly authorized by them in that behalf, to inspect every School or Institution which, in the opinion of the Board, is established wholly or partially for the purpose of elementary Education, and which, at the passing of this Act, or at any time hereafter, may enjoy the benefit of any Mortification or Endowment or Grant from the Trustees of any Bequest for Educational purposes, and it shall not be lawful, after two years from the passing of this Act, for the Trustees of any Bequest for Educational purposes to make any grant from such Bequest to any Teacher in any such School or Institution as aforesaid appointed after the passing of this Act, who shall not hold a Certificate of Competency within the meaning of this Act, or to any School which is not taught by a Teacher holding such Certificate.

Endowed Schools to be inspected.

No grant to be made by Trustees of any Bequest to any uncertificated Teacher, or to any School taught by such Teacher.

PUBLIC LOCAL AID TO NEW NATIONAL SCHOOLS. 'SCHOOL ASSESSMENT.'

LXIII. The School Committee of every Landward Parish or Burgh in which a School Committee has been appointed shall once each year impose an Assessment, to be called 'The School Assessment,' upon all Lands and Heritages within the Limits of such Parish or Burgh respectively, according to the yearly value thereof, as established by the Valuation Roll in force for the year of the Assessment, and that, at such a rate in every year as such School Committee shall deem necessary, for the purpose of defraying the expense of providing, erecting, enlarging, and keeping in repair the Buildings and Teachers' Residences of or pertaining to the New National School or schools within such Parish or Burgh, or for which such School Committee may be bound to provide, and of paying the Salaries and retired Allowances of teachers in such New National Schools, as last aforesaid, including such sum as may be requisite to cover the estimated expense of Assessment, Collection, and Management, and any Arrears of preceding years, and of otherwise maintaining or contributing to maintain the New National Schools towards the maintenance of which any such School Committee may be bound to contribute: Provided always that no grant out of any School Assessment shall be made by any School Committee to any School, unless such School shall be a *New National School*, or a *Combined National School*, within the meaning of this Act: Provided also, that such Assessment shall in no case exceed in any year *three-pence* in the pound on the said Yearly Value of Lands and Heritages within the limits of any Parish or Burgh.

School Committees to impose local School Assessment upon all lands and heritages within Parish or Burgh to maintain New National Schools.

RECOVERY OF ASSESSMENTS.

LXIV. The several Assessments to be laid on in each year under the provisions of this Act shall be payable respectively as for the period from Whitsunday in the year in which the same are imposed, to Whitsunday in the year immediately following, and may be levied either on the Proprietor or Occupier of such Lands and Heritages; but the Proprietor, in the event of his paying such Assessment, shall be entitled to claim from the Occupier One-Half the amount thereof; and the Occupier, in the event of his paying such Assessment, shall be entitled to deduct One-Half the amount from the Rent payable by him: Provided that if there shall be any deficiency in the funds available during any year for current

Assessments to be payable from Whitsunday to Whitsunday, and to be paid half by the proprietor and half by the occupier.

Expenses, the same may be made good in imposing any subsequent Assessment ; and if there be any Surplus of Funds for current Expenses at the Term of Whitsunday, the same may be applied to the current expenses of the ensuing Year.

Promises not exceeding £4 in burghs or counties unoccupied.

LXV. In the case of Lands and Heritages let at a Rent not exceeding Four Pounds per annum, or for a less period than Half a Year, Deduction shall be allowed of the Assessment for each Period of Six Months from Whitsunday to Martinmas, or from Martinmas to Whitsunday, during which any such Premises shall be unoccupied or not furnished.

Exception on ground of poverty.

LXVI. The School Committee of any Parish or Burgh may, on the ground of the Poverty of any Person liable in Assessment under this Act, in respect of any Lands and Heritages in value not exceeding Four Pounds per Annum, remit, in whole or in part, Payment of the said Assessment by such Person, in such manner as they shall in their discretion think just and reasonable, but upon no other account whatsoever.

Powers to recover assessments.

LXVII. The whole Powers and Rights of issuing Summary Warrants for Recovery of the Land and Assessed Taxes shall be applicable to the Assessments of this Act, authorized to be imposed and levied, and Sheriffs, Magistrates, Justices of the Peace, and other Judges shall grant Warrants for the recovery of such Assessments, in the like Form and under the like Penalties, as is provided in regard to such Land and Assessed Taxes and other Public Taxes ; and all Assessments imposed in virtue of this Act shall in the case of Bankruptcy or Insolvency be paid out of the first Proceeds of the Estate, and shall be preferred to all other Debts of a private nature due by the Parties assessed.

Disputes as to assessment to be settled by Sheriff.

LXVIII. Any Dispute which may arise between the School Committees or any Person or Persons acting under them respectively, on the one part, and any Person holding himself aggrieved on the other, relating to any Assessment under this Act, which it may not be competent or convenient to try and determine in the Sheriff Small-Debt Court, shall be determined in a Summary Manner by the Sheriff of the County in which such dispute shall arise, or of the County in which the School is situate, in respect of which such Assessment is leviable ; and such Sheriff shall, on a written Petition being presented to him by any of the said Parties, appoint them to appear before him, and shall then investigate the matter in dispute in such way as he may think proper, and decide the same summarily ; and such Decision shall be final, and shall not be subject to Appeal or Review in any Court or by any Process whatsoever.

PARLIAMENTARY GRANT.

One-third the sum required to enlarge, rebuild, or erect any national school shall be paid by the Committee of Council out of Parliamentary grant.

LXIX. It shall be lawful for the Committee of Council, out of the sums to be annually voted by Parliament for Education, to pay to the Treasurer of any subsisting National School in any Insular Parish of any of the Counties of Ross, Inverness, or Argyll, or in the Islands of Orkney or Shetland, one-half, and in any other Parish one-third the Sum which may be required to enlarge or rebuild such National School or Teacher's residence, and to advance in the case of any such Insular Parish, one-half, and in the case of any other Parish or Burgh one-third the Sum which may be required for the Establishment or Erection of any New National School, and for the residence of the Teacher : Provided always, that such payments and advances shall be made under such conditions, and subject to such general Rules and Regulations as may from time to time be laid down by the Committee of Council.

Grant for Maintenance.

LXX. It shall be lawful for the Committee of Council to make to the Treasurer of any National School, out of the sums annually voted by Parliament for Education, a grant according to the rate prescribed, and subject to the provisions contained in the Schedule hereto appended, and marked A ; Provided that no such grant as last aforesaid shall be made to any School in Scotland, unless the same shall be a National School, within the meaning of this Act.

MODE OF ENFORCING THIS ACT.

Mode of enforcing the provisions of this Act.

LXXI. In case the Town Council of any Burgh, the Heritors of any Parish, or the Managers, Trustees, or Proprietors, or the Teacher of any National School, or any of the Members of the School Committee of any Parish or Burgh, or any other Person, shall refuse or neglect to do what is herein or otherwise by law required of

them, or in case any obstruction shall arise in the execution of this Act, it shall be lawful for the Board to apply, by summary Petition to the Court of Session, or, during the Vacation of the said Court, to the Lord Ordinary on the Bills, which Court and Lord Ordinary are hereby authorized and directed in such case to do therein as to such Court or Lord Ordinary shall seem just and necessary, and the Judgment of such Court, or of the Lord Ordinary, shall be final, and shall not be subject to appeal or review in any Court, or by any process whatsoever.

SCHEDULE A.

The Committee of Council, within three months after the passing of this Act, shall issue a Code of Minutes and Regulations, according to which the sum of money voted by Parliament for Public Education shall be distributed in Scotland; and the Committee in the course of each year as occasion requires, may cancel or modify any articles of the said Code, or may establish new articles, except as hereinafter mentioned, but shall not take action thereon, until the same shall have been submitted to Parliament and laid on the table of both Houses, for at least one calendar month; and such Code of Minutes and Regulations in force for the time being shall contain no directions, or impose no conditions at variance with the regulations following,—(*that is to say*)

Rule First.—The object of Parliament in voting such sum, as aforesaid, is to defray part of the cost of Educating the Scholars in National Schools in Scotland.

Rule Second.—No grant shall be made by the said Committee to any National School in Scotland, unless and until the said Committee shall have received a report from one of Her Majesty's Inspectors, or Assistant Inspectors, or such report as to the said Committee shall be satisfactory, that such school has during the previous year been taught by a master or mistress holding such certificate of competency as hereinbefore mentioned, and that such school satisfies the conditions, and has complied with the regulations in the said Code contained and in force for the time being.

Rule Third.—The amount of such annual grant for the maintenance of any National school shall not, except as hereinafter mentioned, exceed half the amount of local contributions as hereinafter defined and shewn by the account of the Treasurer of the said School to have been appropriated during the previous year to its maintenance; and the said account shall be kept in such form and audited in such manner as the said Committee may from time to time direct.

Rule Fourth.—For the purposes of this Act, the following sources of annual income shall be taken to be local contributions (*that is to say*),—*First*, all sums derived from the legal assessment of the heritors of any parish beyond the minimum sum fixed by the Parochial and Burgh Schoolmasters (Scotland) Act (1861); *Second*, All sums derived from voluntary subscribers; *Third*, All sums derived from the trustees of any bequest or endowment, subject nevertheless to such rules and regulations as may be laid down in respect thereto by the said Code; *Fourth*, All sums derived from school-fees; *Fifth*, All sums derived from the said School-Assessment.

Rule Fifth.—In any insular parish in the County of Ross, Inverness, or Argyll, or in Orkney and Shetland, or in any landward parish where respectively a School Assessment of 3d. in the pound shall have been levied and shall yield either less than £30 per annum for every National School within the said parish, or less than 18s. per head on one-sixth part of the population of any such parish, according to the latest Census, it shall be lawful for the Committee of Council to grant to the Treasurer of any National School situated within any such parish at the end of each year;—(*a.*) any sum not exceeding twice the rate of grant (for the time being in force) per scholar, according to the average number in attendance throughout the year at the morning and afternoon meetings, not being less than 400, of their school; and also any sum not exceeding twice the rate of grant (for the time being in force) per scholar, according to the average number in attendance throughout the year at the evening meetings, not being less than forty, of their school;

(*b.*) Also any sum not exceeding twice the rate of grant (for the time being in force)

for every scholar who has attended more than 200 morning or afternoon meetings of their school, and who, being more than six years of age, passes an examination according to Article 48 of the Revised Code (1867), or who, being under six years, and present, except in United Schools (according to Article 138² of the said Revised Code), on the day of examination, is reported by the Inspector to be instructed suitably to its age, and in a manner not to interfere with the instruction of the older children ;

(c.) Also any sum not exceeding twice the rate of grant (for the time being in force) in respect to every scholar who has attended more than 24 evening meetings of their school, and who is subject to examination as aforesaid :

Provided always, that the total sum in any year granted by the said Committee for the maintenance of any such National School, situate in any such parish as in this *fifth* rule specified, shall not exceed the sum of 16s. per Scholar, according to the average number in attendance at such school throughout the previous year.

PLAN FOR THE CONVERSION OF THE PAROCHIAL AND DENOMINATIONAL SCHOOLS INTO NATIONAL SCHOOLS, PROPOSED BY ADAM BLACK.

THE Chairman, having asked me to state, in writing, what change I would propose in the management of the Parish schools, and of the Denominational and other schools ; I have in answer, to state, that it appears to me, from the evidence before us, we are warranted to conclude that, among those who have considered the question, there is an almost unanimous opinion that there ought to be a National system of education, as opposed to the present system. In our own Report, we state that of the 136 gentlemen who have given evidence, 99 were of opinion that a general system is both possible and expedient. Among these are 43 ministers and laymen of all denominations, 35 teachers, 2 inspectors, and Mr. Lingen, Secretary to the Privy Council on Education. Twenty-two take an opposite view, and 15 decline to give any opinion. On this question it would be unreasonable to expect perfect unanimity, or that those who for many years have had the management of the schools should think it desirable that their authority should be interfered with. The Assistant-Commissioners, in concluding their Report, ask, 'Is there any reason why the education of a great country should be kept in an unsatisfactory state? The country, as far as we could learn from the counties and parishes visited, is all but unanimous in answering that there is no reason. People of every class and of every religious denomination are agreed that Scotland is fully ripe for a National system.'

In the face of such a statement, and in opposition to the great body of evidence, could we consistently recommend that no change should be made in the present management of the Parish schools? Almost all who have given evidence in favour of a National system, express their opinion that while the Parish school furnishes an excellent type for a National system of education, the electoral body, as at present constituted, is much too limited to secure the general confidence of the people. I believe Dr. Candlish's opinion to be the prevalent one. His answer to the question is, 'I say frankly, that a measure which did not liberalize the Parish schools a little more than they are now, would not settle the question, but

‘ would inevitably lead to future agitations ; the managing body ‘ should be made more wide and popular.’

I do not propose to interfere with the framework of the Parish schools. Although the minister of the parish was not a member of the Board till after 1803, yet, as it may be considered invidious now to exclude him, I would not object to his being continued. The heritors, who bear the expense of the school, ought to be managers, agreeably to the original plan,¹ with such amendments as have been rendered necessary by the lapse of time. And the tenants, who are also liable for the expense, should have a voice in the management.

It is unreasonable that the scale of rental should be fixed by that which existed two hundred years ago, and calculated in Scotch money, for in this way the £100 Scots will, in some instances, represent thousands in sterling money, and in others hundreds. I would therefore propose that the rental qualification should depend upon the real rent, as entered in the present county rent-roll, and that the qualification should be reduced to £50 sterling ; that the tenants paying £50 rent or upwards (they being also liable to the assessment for the support of the school) should form part of the managing board, which should not consist of more than *say* nine ; the heritors electing five, and the tenants four ; and in parishes where there are not five heritors receiving £50 rent, then that the tenants should only send into the board a number equal to the number of heritors. This is a smaller infusion of the popular element than some may think requisite ; but such

¹ Scotland has been distinguished above all the kingdoms of Europe for the general diffusion of education among its people, which it mainly owes to its parish schools. The germ of these institutions is to be found in the scheme proposed by that sagacious and energetic reformer John Knox, in his *Book of Discipline*, that a school should be established in every parish, a grammar school in every town, and a university in every city. The scheme, however, was resisted by the rapacious barons, who had appropriated the patrimony of the Church to their own use. The education of the people had to wait for better times.

An Act of Council was passed in 1616, empowering the bishops, in conjunction with the heritors, to plant a school in every parish, and this Act of Council was ratified by the Parliament of 1633, as follows :—

‘ The First Parliament of King Charles the First.

‘ OUR SOVERAIGNE LORD, with the advice of the states, ratifies the act of secret council, dated at Edinburgh the tenth day of December, one thousand six hundred and sixteen years, made anent the planting of schooles, with this addition, ‘ That the Bishops in their several visitations shall have power, with consent of ‘ the Heritors and most part of the Parishioners, and if the Heritors being ‘ lawfully warned refuses to appeare, then with consent of the most part of the ‘ Parishioners, to set down and stent upon every plough or husbandland, according ‘ to the worth, for maintenance and establishing of the saids schools. And if any ‘ person shall find himself grieved, it shall be lawful to him to have recourse ‘ to the Lords of secret council, for redresse of any prejudice he may or doth ‘ sustain. And ordaine letters to be direct for charging of the possessours for the ‘ time, to answer and obey the schoolemasters of the duties that shall be appointed ‘ in manner foresaid.’

Another Act was passed in 1696 to the same effect, rendering it imperative upon the heritors of every parish to erect a school, and to provide a dwelling-house and a salary for the schoolmaster. The right of electing the teacher and superintending the school was vested in *the whole body of the heritors of each parish*. It was under this regimen, when the erection and maintenance of the schools

is the reverence that many have for the Parish schools, that strong objections would probably be taken to further interference with them.

It is notorious that in most cases the management rests practically with the minister of the parish. If so, no system could be more denominational; and it is quite natural if any sect, especially the minister of the sect, has the complete control and patronage in the management of affairs, that there will be a strong sectarian bias. By the Parish School Act in 1861, the heritors were authorized to choose teachers from other denominations than the Established Church. Since then there have been seventeen vacancies in the Parish schools, but only one Dissenter has been elected for one of them. It is possible, though not very probable, that in all the vacancies but one, no Dissenter was so well qualified for the office as a member of the Established Church, but surely the members of other denominations are justified in suspecting that they have not got justice. Dr. Buchanan, in his evidence, informs us 'there are jealousies among ecclesiastical parties not easy to be got over; and there are also exclusive feelings, permit me to say, prevailing among those who hitherto have had the entire control of the Parochial schools;' and I may add, the same exclusive feelings would exist among the Dissenting clergy if the control were left with them. If, then, we agree to leave the *largest* denomination in possession of all its exclusive powers, it will be with a bad grace should we attempt to mould into National schools those of the smaller denominations.

were vested in the heritors and most part of the parishioners, that Scotland acquired its reputation for the general diffusion of education, and that the conviction was impressed upon all ranks of the duty of parents to train up their children in useful learning.

In proof of its being the practice that the whole business of the schools was managed by the heritors, great and small, without distinction, I refer to a resolution of the Committee appointed by the landed interest of Scotland in 1784, to oppose the Bill for increasing the Salaries of Parish Schoolmasters.

'9th. The annual burden upon the landed interest and their tenants will be increased by £20,611, and, as in the whole of this business the smallest proprietor has an equal voice with the greatest, in many parishes combinations may be formed to vote the highest salary which they have it in their power to bestow on any friend or relation they may wish to provide for; it may even be given to promote the education of persons who may become seceding ministers.'

It was not till 1803, when the legislative power in Scotland was entirely in the hands of the large landed proprietors, that the law which had worked so beneficially was changed, and an Act passed by which the general body of the heritors were excluded from the management of the schools, and the whole power vested in the heritors of £100 valued rent; while the other heritors and the tenants were still held liable for their proportion of assessment for the erection and maintenance of the school, and for the salary of the teacher; and by the same Act, the minister of the parish was then for the *first time* made a member of the Board, and the teachers placed under the jurisdiction of their respective Presbyteries.

It thus appears that it is to the system of parish schools, as they existed for two hundred years before the enactment of 1803, that Scotland is indebted for the general diffusion of education among her people, and to consider any amendments of the innovations introduced in 1803 as an interference with the ancient beneficent institution, is a mere delusion arising from an impression that the modern corruptions are the ancient constitution, and that to remove the corruptions is to endanger the fabric.

I shall take an opportunity to move the following resolutions, although I am by no means wedded to the precise terms or modes of proceeding which I have indicated, providing the managing board be more or less liberalized in accordance with a really National system of education.

Parish Schools or Old National Schools.

1st, That the qualification of heritors be calculated, not on the old rental of £100 Scots, but on the real rent, as entered in the valuation roll of the county.

2d, That the qualification for an heritor or tenant to act as a manager of the Parish school be a rental of £50 sterling or upwards.

3d, That the Board consist of nine members of £50 rental or upwards; five to be elected by the whole body of heritors, and four to be elected by the tenants; and that if the number of heritors in the parish of £50 rental should be less than five, then the tenants shall only elect a number equal to the number of heritors.

4th, That the minister of the parish shall be officially a member of the board.

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Denominational and Other Schools.

The great body of the evidence we have received is opposed to the existence of the Denominational system of education, and I believe Dr. Taylor testifies truly, 'that the people of Scotland—the United Presbyterian Church, which comprehends about one-fifth of the population—have always declared their preference for a National system, and I know that a large number of the ministers and elders of the Established Church hold the same view.'

It is unnecessary to quote more of the evidence in favour of the National system as opposed to the Denominational. It appears to me self-contradictory to adopt the Denominational as National schools, and to leave them under the same sectarian control as before,—some under the management of the ministers of the Free Church and the Deacons' Courts, others under the management of the United Presbyterian minister and his elders, and others under the management of their respective churches,—all as denominational as ever, and yet supported by the public money in so far as they participate in the Privy Council grants. Mr. Lingen, the Secretary to the Committee of Council on Education, who is more thoroughly acquainted with the working of the whole system than any other man in the kingdom, says 'that these grants should be distributed by some local board in each parish or district;' and Messrs. Kennedy and Purves, teachers themselves, say 'the general opinion throughout Scotland and of the Educational Institute is in favour of a National as distinct from a Denominational system.'

In establishing a new and general system of education, violent and sudden changes should be avoided; but by granting three years for the Denominational and other schools to make arrange-

ments for conversion into National schools, there will be time to act deliberately and economically, and to carry on negotiations between the managers of the schools, the inhabitants of the district, and the Central Board; while the knowledge, that at the end of three years the Government grant will be discontinued to all but National schools, would quicken their deliberations, and Private schools would be converted into National schools as from time to time it might be found desirable. Whereas if they were to be dignified with the title of National schools, under the name of ADOPTED NATIONAL SCHOOLS, and be supported by national funds from the Privy Council grants while, in fact, the denominational clergy and their sessions continued to hold the power and the management, the sectarian system would be continued in a greater or less degree for an indefinite time.

As soon as there is a disposition on the part of the managers of the Private schools to have them converted into National schools, there could be very little difficulty on the score of property in the school-houses, as any arrangement made with the Central Board would be to improve the school, and the managers could not insist on being paid for the building, if their school was neither to be discontinued nor injured, but to be improved. Almost all the schools have been erected by voluntary subscriptions, sometimes aided by Privy Council grants, and very few belong to individuals who could claim them as private property, and they would be continued for the very purpose for which the money was contributed. Should, however, the managers in any case remain impracticable, the school might be left with them as a private school unaided by public funds.

It may be said that the conversion of Private schools to National would occasion a great loss, by the withdrawal of the large amount of voluntary subscriptions. But would there be any loss in supporting the schools by a rate? The change would only be, that a permanent instead of an uncertain provision would be made for them, and all would have to bear their fair share of the burden, the liberal and generous would be somewhat relieved, and the parsimonious would be made to pay according to their means. Thus there would be no loss of funds to the country: the funds would only be provided on a fairer principle, the same as those for the support of the poor.

Should it be said the parishioners may object to an assessment—it is quite likely that in some instances they would; but without the authority of the Central Board there could be no assessment; and if there was in the district sufficient provision for the education of the children, either by Private, Parochial, Subscription, or Endowed schools, neither the Board nor the inhabitants would enforce the establishment of a National school and a rate. In many parishes, if sufficiently supplied by Parish, Endowed, or Subscription schools, no rate would be required, and in few or none would more than 1d. in the £ of rental be assessed.

The great difficulty will be with the Episcopalian and Roman Catholic schools, in both of which denominations the church and

the school are so interwoven that to regulate the school is to interfere with the church and the religious faith of the community, which is sure to be resented. But the number of Episcopal and Roman Catholic schools is so small, and the amount of Government grants so moderate (about £6000 for both), it may be considered whether they may be left in their present position, dependent only on the Government grant, and under the conditions of the Privy Council, and without any claim on the local assessment. But no schools, except those receiving the Government grant at present, to be entitled to the privilege in future.

We are between the horns of a dilemma with these Episcopalian and Roman Catholic schools. If we were to provide for them a separate and special denominational support, there would be an immediate and loud clamour against the proposition by the great body of the Presbyterians in Scotland, and probably among the Nonconformists in England, and it would be so far a departure from a National system, and a defect in the plan. On the other hand, if no provision were made for the religious teaching of Episcopalian and Roman Catholic children, according to the method in which only these denominations will accept of it, although it may appear to us an unreasonable prejudice, yet if it is so strong as to be insurmountable, the children cannot be left uneducated.

It is undeniable that if the National schools were to be managed by local committees, these committees would be composed almost always of nine-tenths of Presbyterians; and among these there is a strong feeling against Popery, and not a favourable one to Prelacy, and Parliament would certainly refuse to leave Episcopalian and Roman Catholic children to the mercy of Presbyterian teaching.

To meet the difficulty, I would propose that wherever there were more than ten in the school whose parents objected to the religious teaching, that then the parents or guardians of those children may choose a teacher of religion in whom they have confidence, to whom a separate hour might be appropriated for this purpose, and even an allowance might be made to the teacher, proportioned to the time spent in the separate teaching. Without this it might be said that it was not enough that those who disapproved of it should not be obliged to be present at the ordinary religious lessons, but they would thus be denied all religious teaching, unless they had an opportunity of receiving it according to the faith of their fathers. Were this plan adopted, while it gave a consistency to the National system, it would in practice occasion very little inconvenience, as the number of cases in which separate religious teaching would be required would be very few.

Of course any party may establish sectarian schools, provided they maintain them by their own means, but they should not be entitled to any national funds for their support.

In some districts, where the population is large, and the property small or unproductive, it is proposed that the area of assessment may be extended. Some parties object to the application of Government money to purposes of education; but as the funds distributed by the Privy Council are contributed by the nation at large, the

aid derived from Government grants may be considered as equivalent to extending the area of supplementary assessment over the whole kingdom.

I shall take an opportunity to move the following resolutions on Denominational schools.

Denominational Schools.

1. That the managers of Denominational and other schools may retain them for three years under their present management, and be entitled to the Privy Council grants, on condition of their conducting the schools according to the regulations of the Privy Council.

2. That at any time during the three years any of these schools may be converted into National schools on satisfying the Central Board of their being suitable for the locality.

3. That at the end of three years, after the passing of the Bill, any school which has not been converted into a National school shall cease to participate in the Privy Council grants.

4. That no school (excepting National schools), established after the passing of this Act shall be entitled to participate in the Government grants.

5. That in districts where National schools are established, they shall be managed by a local board, consisting of members to be elected by heritors of £ rental, as entered in the county valuation roll, and elected by the parochial board.

6. In National schools no child shall be compelled to be present at any religious teaching contrary to the expressed desire of its parents or guardians.

7. Industrial schools should be established in towns or cities where necessary for educating and training deserted and vagrant children in religious and secular instruction and industrial habits, which schools should be maintained from the local rates, under the supervision of the magistrates or burgh authorities, who should lay down the rules and conditions under which they should be conducted, and appoint the committees for their management.

It is with much reluctance that I have ventured to submit to the Commissioners the foregoing observations and resolutions, but the subject is so momentous, and the responsibility so great, that I should have felt it a dereliction of duty if I had not laid before them a statement of the arrangements which I consider essential for the accomplishment of the object for which the Commission was appointed;—and if the present opportunity be not improved, it may be long before another is afforded for procuring a National System of Education for Scotland.

A. B.



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